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ABSTRACT

An examination is provided of University of Mid-America/State University of Nebraska (UMA/SUN) multimedia adult learners, based on market surveys in 1973 and 1974. One of the major responsibilities of SUN was to complete the planning of a two-year postsecondary open learning curriculum to be offered, including enumeration of courses in order of priority of development, establish a procedure for the study of student goals and objectives, develop a plan for the awarding of a certificate of achievement, and develop a plan for a credit-by-examination program. This report focuses on what students want. The 1974 market survey gathered data on demographic information, what people want to learn and how they want to learn, and educational plans. Data from a Student Information Questionnaire (SIQ) are reported for student ratings of goals, most important goals, and degree goals. Data on student desire for college credit, deterrents to continuing education, and educational methods, were also gathered. Among the findings were that most students had a general desire to know and/or a desire to advance economically. It is recommended that specific goals and populations be identified and selected as the objects of additional, more focused surveys. The survey forms and SIQ are appended. (LBH)

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AN EXAMINATION OF GOALS OF POTENTIAL AND ACTUAL UMA/SUN LEARNERS

Executive Summary No. 1

Office of
Research and Evaluation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Executive Summary

AN EXAMINATION OF GOALS OF POTENTIAL AND ACTUAL UMA/SUN LEARNERS

A Summary of Work
Completed Pursuant to
NIE Assignment No. 1D, 1974

Office of Research and Evaluation
State University of Nebraska
University of Mid-America
February 1, 1975

This paper has been prepared as a Summary of work on this topic, for inclusion in the 1974 Final Report to NIE. For elaboration of the work summarized herein, the reader is urged to consult the Working Papers cited in this document. Working Papers may be obtained by writing the Office of Public Affairs and Information Services, P. O. Box 82006, Lincoln, Nebraska, 68501.

The primary author of this summary, and of the corresponding Working Paper, is John Eggert.

AN EXAMINATION OF GOALS OF POTENTIAL AND ACTUAL UMA/SUN LEARNERS

A number of activities conducted by UMA/SUN have been directed at learning more about the kind of goals held by potential and actual SUN learners. During 1971-1973, three market surveys were conducted on behalf of SUN. These market surveys have been reported in the 1973 SUN Final Report to NIE, and may be reviewed in their entirety in that document. During 1974, another market survey was initiated by the Office of Research and Evaluation, on a pilot basis, and a Learner Characteristics Study was begun of those learners actually enrolled in the present SUN courses. The results of these studies, which are available at the time of this writing are contained in an Office of Research and Evaluation Working Paper, entitled An Examination of Goals of Potential and Actual UMA/SUN Learners.

This Executive Summary highlights some of the major points of that Working Paper. It should be noted that while certain tables are included in this abstract to highlight major points, the summaries and conclusions presented are based on all of the data more extensively tabulated and reported in the larger paper.

1973 Market Surveys

Three market surveys of midwestern populations were conducted early in the development of SUN. One such survey was designed to portray characteristics of potential students for a multi-media off-campus approach to college education. Phone surveys, mailed questionnaires, and personal questionnaires were used to gather information from high school juniors and seniors, as well as adults, throughout the state of Nebraska.

A second market survey was conducted, using a mail questionnaire in each of six geographic areas of the country (Nebraska, Iowa, Kansas, Missouri, Baltimore and Portland). The sample included homemakers, husbands, and children. Respondents were asked to consider their possible involvement in three different kinds of educational programs (adult education, college correspondence, and SUN).

A third market survey was conducted in five cities in the midwest (Omaha, Madison, Colorado Springs, Fort Wayne, and Peoria), using an interview technique. A total of 1,250 interviews were conducted with adult residents in these cities. The interviews focused both on general attitudes toward education and schooling, and specific attitudes toward a SUN-like educational program.

These three market surveys corroborated each other in some ways, and pointed out some potential discrepancies in other areas. The surveys were in agreement that there is a potential audience for a SUN-like program, although the actual size of that audience, and of its actual participation, could not be determined with much accuracy. Many people are interested in learning to improve their own minds, without necessarily worrying too much about pursuing a college degree. At the same time, however, most respondents indicated a desire to obtain college credit for their work. There appears to be some basic agreement among the surveys about what kinds of courses people would like to take. The data presented in Table 1 bear out the choice of Accounting I and Introductory Psychology as reasonable places for UMA/SUN to begin course development efforts, as these two courses were among the most frequent first choices of both general adults and high school students.

What is not clear from these three market surveys, however, is what people <u>meant</u> when they said they wanted Accounting, or Psychology, or some of the other traditional course areas included in the surveys. Neither is there

much insight into the importance of those academic courses relative to non-academic kinds of educational experiences, such as a course in investing, or gardening.

Table 1. Course preferences of High School Students and Adults*

	High School Students		General Adults	
	1st Choice	2nd Choice	1st Choice	2nd Choice
Art	14%	10%	8%	5%
Accounting	17%	15%	24%	13%
Biology	14%	12%	5%	4%
Philosophy	3%	7%	3%	6%
Physiology	3%	6%	--	9%
Psychology	16%	16%	16%	20%
Sociology	7%	19%	8%	23%
Others	26%	15%	37%	20%

*From: Brown, Robert D. "An Open University for the Midlands: Why and For Whom?" Research in Higher Education, Vol 2, 1974.

1974 Market Survey

In an effort to learn more about the goals of UMA/SUN's potential Nebraska audience, the Office of Research and Evaluation initiated a pilot market survey in the state of Nebraska. Approximately 1600 persons, whose names had been selected randomly from all phone books in the state, were mailed one of the three questionnaires. Each questionnaire contained different questions, except for a few questions requesting certain demographic data from all respondents. A total of 156 persons responded, or about 50 persons for each form.

An analysis of the demographic variables common to each form showed that due to the phone book method of sampling, far more men than women responded. The sample also seemed to be biased in that a higher proportion of middle-aged persons and of relatively more educated persons were represented than is present in the state adult population. The possibility that this bias was due to

a greater interest in continuing education by these groups was discussed, in light of the fact that UMA/SUN's present learner population is similarly biased.

In response to questions about what they wanted to learn, the most consistant response was for courses that could help individuals to advance economically. While every alternative was chosen by at least one person, practical courses related to finances were the most popular. The most popular reason for participating in an educational activity was "to increase my general knowledge."

Table 2. Major reasons for participating in an educational activity.

Reason	Percent of Responding Sample (N=50) Selecting Each Reason
To increase my general knowledge	70%
To prepare me for a job or career improvement	56%
To increase my current level of schooling	54%
To satisfy my curiosity about a particular topic	43%
To become a better person or citizen	29%
To become a better friend, spouse or parent	17%
To spend my leisure time in a worthwhile way	17%
To help me get more out of a hobby or interest	13%
To get to know other adults	5%
Total*	304%

*Total is more than 100% because each respondent chose an average of 3 items.

With regard to the question of credit, an equal number of persons preferred college courses for credit, as did prefer non-college courses for no credit. However, all 15 of the younger persons indicated that if they took college

level courses, they would prefer to get credit for them, while only 3 out of 11 older persons felt this way.

Table 3. Preference for credit or non-credit college level courses, by age group.

Age Groups	Credit	Non-Credit	Total
20 - 34 (N=15)	100%	--	100%
35 - 49 (N=27)	65%	35%	100%
50 - 64 (N=11)	25%	75%	100%

$\chi^2 = 13.78$ ($p < .01$)

When asked how they wanted to learn, most persons responded in a fairly traditional manner. Traditional educational institutions were generally rated as being satisfactory places to learn. Most persons preferred a combination of directed and independent study. Evening classes were deemed most suitable and studying on one's own was least suitable. When asked to rank educational media according to preference as a learning source, the rather predictable order of Lecture, Book, TV, Booklet, Tape or Records, and Radio appeared. The only exceptions to the traditional seemed to be in the rating as "satisfactory" of learning centers as a place to study by 82% of the sample, and of the home by 65% of the sample. A number of questions were raised in this section as to why the traditional appeared to be so popular, and a need for educating the public with regard to the utility of alternative media was suggested.

Half of the responding population felt they would probably engage in some type of academic course work during the next five years. Lack of time and family responsibilities were cited as the major deterrents to these plans,

and most felt that leisure time activities would have to be sacrificed if they were to be fulfilled.

1974 Learner Characteristic Survey

As of October 1, 1974, SUN had a learner population. In an effort to study these learners, the Office of Research and Evaluation prepared a rather extensive Student Information Questionnaire, which was sent to all enrolled learners. To data, 60% of the questionnaires have been returned.

The questionnaire consisted of 170 brief items, of which 17 dealt directly with student goals. These items, selected, reviewed, and revised by UMA/SUN staff members, were based in part on portions of questionnaires used in similar studies at the British Open University and Empire State College.

In the goals portion of the questionnaire, respondents were asked to rate each of 15 goals as being "Not Important," "Somewhat Important," or "Very Important." They were also asked to indicate which single goal was the most important. Finally, they were asked to indicate the highest academic degree they hoped to attain.

The goals were grouped into three categories as suggested by a factor analysis of the responses. The groups were labeled "Career Improvement," "Academic Self Concept Improvement," and "Cultural Growth and Development."

Table 4 shows the percentage of the sample selecting each type of goal as "Most Important." "Career Improvement" goals tended to get the highest ratings, and tended to get chosen most often as being most important. The most prominent exception to this was the goal "Simply, to learn" in the "Academic Self Concept" cluster, which had the highest rating of any single goal.

The "Cultural Growth and Development"goals were chosen least often, and given lower ratings than the others. There was a wide variation in responses,

however, with each of the goals receiving ratings of importance by some significant portion of the sample.

No degree was sought by 38% of the sample, while 30% hoped for a B.S., 11% hoped for an Associate degree, and the remaining 21% hoped for some other academic degree.

Table 4. Distribution of Selections of three types of goals as being most important (=367).

Type of Goal	Percent of Sample
Career Improvement Goals (Including attaining job related skills, developing a new career, obtaining a job related degree, improving financial or professional status, and discovering vocational interests.)	40%
Academic Self Concept Improvement Goals (Including "Simply, to learn," chosen by 22% of the sample, improving self image, increasing confidence in learning, and using time creatively.)	34%
Cultural Growth and Development Goals (Including learning to be an effective citizen, becoming aware of different philosophies and cultures, increasing appreciation of art, music, and literature, becoming involved in social and political concerns, and developing an understanding of science and technology.	13%

Note: The percentages of persons selecting each specific goal are tabulated in the main report, Tables 28-30.

Precautions

All of the data summarized above must be viewed with caution: The statistics reported in the 1973 market surveys most often reflect data from a selected subgroup of the population, i.e., those persons expressing interest in taking

SUN-like courses. The 1974 market survey sample (N=156) is similarly biased with relatively more educated persons, and with fewer women than one would expect from a purely random sample of Nebraska's population. Also, these samples were far too small to warrant any more than very cautious conclusions.

The Learner Characteristic Study sampled only SUN's present learners, two-thirds of whom are taking Accounting I, and one-third of whom are enrolled in Psychology. It would be a mistake to assume that this particular set of students, unique by virtue of their interest in an experimental project and by their desire to take these particular courses, are necessarily representative of SUN's potential student population.

The survey data summarized in this report can be meaningfully used in the context of other formal and informal corroborating data. They will be compared to staff intuitions, informal community feedback, and studies of other actual and potential open learning students. Where SUN's survey data is similar to information received from other sources, more confidence may be placed in that information. Where the various sources conflict, we must be more wary.

Review of the Market Surveys

The final section of the Working Paper summarized here attempts to draw some parallels between the findings of the above surveys and similar studies done across the United States. Some rather general conclusions have also been drawn, and some recommendations for additional studies of potential learners and their goals have been made.

A comparison of our survey results with similar data from the Commission on Non-traditional Study, The British Open University in the United States, The University of Wisconsin Extension Division and others have revealed a

number of general but consistant parallels. There is a strong interest among large numbers of persons in continuing their postsecondary education away from a traditional college campus. Interest among the 30-45 year olds is comparable to that of the younger adults, and is apparently positively related to having had previous educational experiences. Two broad goals that regularly appear among actual and potential adult learners are to increase their general levels of knowledge, and to advance economically. The greatest deterrents to achieving these goals are most often time and personal responsibilities. If asked how they would like to learn, persons generally select tried-and-true methods such as lectures and books, and much less often select media such as radio, tape or TV.

The Working Paper concludes that though such general information is useful as a point of departure, more focused studies of goals and populations are required to obtain information of utility to UMA staff in selecting, designing and delivering courses.

The interrelationship of goals and populations was discussed. Goals do not exist independent of persons, yet goals often have to be presumed before a population is specified. For instance, a market survey intended to identify potential learners must presuppose some sort of learner goals, that is, it can't be asked who wants continuing education unless continuing education is at least broadly defined. On the other hand, if a survey is conducted with the purpose of identifying learner goals, an a priori definition of the relevant population must be made, i.e., the question must be asked of someone.

In light of the need for more focused studies of learners and goals, and of the interrelationship of goals and populations requiring that one be

at least partially identified before the other can be studied, the following recommendations have been made:

1. Present available information should be studied to identify possible goals and/or populations on which future studies could be focused;

2. Within the context of continuing UMA deliberations about its direction and purpose, specific populations and/or goals should be targeted for closer scrutiny;

3. A series of market surveys of various formats should be conducted, focusing on those targeted goals or populations;

4. Information from those surveys should be analyzed, and should be used to suggest targets of additional, even more focused surveys;

5. Additional market surveys of general goals of general populations should be discouraged.

AN EXAMINATION OF GOALS OF POTENTIAL AND ACTUAL LEARNERS:

UNIVERSITY OF MID-AMERCIA/ STATE UNIVERSITY OF NEBRASKA

Working Paper No. 1

Office of
Research and Evaluation

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AN EXAMINATION OF GOALS OF POTENTIAL AND ACTUAL LEARNERS: University of Mid-America/State University of Nebraska

Introduction

One of the major responsibilities given to SUN (State University of Nebraska) during 1974 was to

> complete the planning of a two-year postsecondary open learning curriculum to be offered, including enumeration of courses in order of priority of development, establish a procedure for the study of student goals and objectives, develop a plan for the awarding of a certificate of achievement, and develop a plan for a credit by examination program.

From this rather extensive work assignment, the SUN Office of Research and Evaluation was directed to look most closely at the issue of student or learner goals. A broad set of open learning goals had been developed by the University of Mid-America (UMA) and State University of Nebraska professional staff, with assistance of the UMA Academic Council. It is, however, also reasonable to ask: what do the people want? What programs should SUN feature if it is going to be responsive to the goals, interests and expectations of the proposed clientele? One of the reasons in asking these questions was to determine the congruence (or lack of it) between the intentions of the SUN program developers, and the intentions and desires of the people for whom the program was established.

At the beginning, no one could really be sure who would enroll in a SUN course. For purposes of course development, some assumptions had to be made about the characteristics of these potential learners. Thus, while no specific data existed on the goals or characteristics of SUN learners, the literature in adult education, as well as the experiences of other similar programs, provided some clues as to adult learner characteristics. But there was clearly a

need for more and better information about the characteristics and interests of UMA/SUN clientele.

So what are the goals of adult learners in the UMA region? The answer to this question is, in all likelihood, not static. Goals change. People change. For example, we cannot say with certainty that learners who enroll in Accounting I the second time it is offered will be the same kinds of learners who enrolled for the first offering. In addition, the goals of a given learner may change as he or she gains experience in a SUN course.

A number of activities have been conducted by UMA/SUN in an effort to obtain some insight into the goals held by potential and actual SUN learners. During 1971-1973, three market surveys were conducted for SUN. These market surveys have been reported in the 1973 SUN Final Report to the National Institute of Education, and may be reviewed in their entirety in that document. The highlights of those market surveys, as they relate to student goals, are reviewed below.

Another market survey was initiated by the Office of Research and Evaluation, on a pilot basis, during 1974. The results of that survey, while recognizably limited in meaning at this point, are also reviewed in this chapter.

Finally, a Learner Characteristics Study is underway on those learners actually enrolled in the present SUN courses. The results of that study which are available at the time of this writing are reviewed in this chapter.

The Initial Market Surveys

The market surveys conducted prior to 1974 produced some interesting information as to what adults felt they would like from postsecondary education

and, indeed, what some of their goals or ambitions were. Brown[1], for example, reported the results of one study designed to portray characteristics of potential students for a multi-media off-campus approach to college education. Phone surveys, mailed questionnaires, and personal questionnaires were used to gather information from high school juniors and seniors, as well as adults, throughout Nebraska. That study indicated a substantial percentage of those high school students (69%) and those adults (68%) surveyed felt that someone could learn as much in a multi-media approach as in a regular classroom. Better than 90% of both groups said they would recommend an open learning program to people they knew who might be capable of handling college work. When asked if someone in their immediate family might be interested in taking a course available through a program like SUN, 47% of the high school students, and 15% of the adults, gave an affirmative response.

The Brown study yielded other data on the interest of potential students in taking a SUN course, and also provided some data on what kinds of courses might be of interest. Table 1 summarizes these responses. While the category "others" was chosen most often, Accounting and Psychology appeared near the top of the list. These findings served as the basis for initial course selections for UMA/SUN.

Table 1. Course Preferences of High School Students and Adults*

	High School Students		General Adults	
	1st Choice	2nd Choice	1st Choice	2nd Choice
Art	14%	10%	8%	5%
Accounting	17%	15%	24%	13%
Biology	14%	12%	5%	4%
Philosophy	3%	7%	3%	6%
Physiology	3%	6%	--	9%
Psychology	16%	16%	16%	20%
Sociology	7%	19%	8%	23%
Others	26%	15%	37%	20%

*From: Brown, Robert D. "An Open University for the Midlands: Why and For Whom?" Research in Higher Education, Vol. 2, 1974.

A second market survey was conducted, using a mail questionnaire in each of six geographic areas of the country (Nebraska, Iowa, Kansas, Missouri, Baltimore, and Portland). The sample included homemakers, husbands and children. Respondents were asked to consider their possible involvement in three different kinds of educational programs (adult education, college correspondence and SUN).

Approximately 1.4 - 1.7% of the people in this sample indicated they were very interested in a SUN-type educational program and 11 to 12% indicated a similar degree of interest in general adult education. Above average interest in participating in a SUN-like program was expressed mostly by people living in towns containing 2500 - 49,000 people, people who have taken some other study programs, people who are employed part time, and women ages 40-49.

About half of those people who expressed an interest in the SUN-type program wanted to participate for college credit. While the idea of easier learning and freedom from college campus involvement were reflected in "likes" about the program, "dislikes" indicated some wariness on the part of respondents in terms of their capabilities of handling a home study program.

Respondents were asked to indicate why they would take courses through one of the kinds of programs mentioned above. Table 2 indicates reasons for taking

SUN-like courses as given by respondents "very likely" to participate in a SUN-like course. The data indicate the primary reason for taking a SUN course is to receive college credit. Personal fulfillment and obtaining general knowledge were also cited, as was job advancement.

A third market survey was conducted in five cities in the Midwest (Omaha, Madison, Colorado Springs, Fort Wayne and Peoria), using an interview technique. A total of 1,250 interviews were conducted with adult residents in these cities. The interviews focused both on general attitudes toward education and schooling, and specific attitudes toward a SUN-like educational program.

When asked about the relative importance of improving their education, considered in comparison to items such as putting money aside for retirement, traveling, moving to a new house, buying a new car, etc., 21% of the respondents rated improving their education as most important. Only putting aside money for retirement was rated by a larger percentage (25%) of people as being most important. The study reports that the largest proportion (60% or more) selecting "improve my education" as an important personal goal are found among residents of Madison, young people under 40 years of age, and those who have attended college for one or more years.

Table 2. Reasons for taking a SUN-like course, by respondents "very likely" to participate in such a course (N=56)*

Reason	Percent of sample selecting reason
Job Advancements	29%
Home Management	5%
College Credit	54%
General Knowledge	30%
Personal Fulfillment	32%

*From Flinn, Gorden. SUN Study, February 1973.

Two other questions included in this third market survey are of particular interest to a discussion of student goals. All respondents were given a list of courses that might be offered through a SUN-like program, and were asked to indicate which of these courses they would most like to take. Table 3 depicts percentage of respondents indicating an interest in each of the options.

As part of the market survey, the researchers identified, from the total survey sample, a group of people who appeared to be the most likely people to actually take advantage of a SUN-like program, should that program be available. The group was arrived at through a series of "filter" questions, designed to distinguish between general interest and a high level of interest in participating. A total of 97 respondents, or 8% of the total survey sample, was selected as a target group. Table 3 also indicates the responses of this target group to the question of which courses they would like to take. While actual percentages differ somewhat between the target group and the total sample, the rank order of courses appears to be very similar.

Respondents were also asked about their reasons for taking college courses. Each respondent was given a list of possible reasons, and asked to indicate which of those reasons applied in their particular case. Table 4 contains the results for both the total sample, and the target group. Again, there was considerable agreement between the groups. Both groups stated "to improve their mind generally," or "to grow in knowledge and understanding of the world they live in," as being most important. Qualifying for a better job, or working toward a college degree, while both considered important by a significant proportion of the sample, were not stated as being as important as the other reasons given above.

Table 3. Preferences for types of courses potentially offered through SUN-like educational program.*

Course	Target Group (N=97)	Survey Sample (N=1250)
Psychology	48%	22%
Mathematics	40%	19%
Art	37%	18%
Accounting	36%	19%
English	33%	18%
Sociology	33%	15%
History	27%	16%
Teaching methods	27%	14%
Music appreciation	24%	14%
Philosophy	22%	10%
Physiology	15%	6%
Biology	8%	6%
Don't know, nothing on the list		3%
Not asked - not interested in program		39%

*From Central Surveys, Inc., A Public Opinion Survey Conducted in Five Midwest Markets for State University of Nebraska, 1973.

. . . . . .

Table 4. Reasons for wanting to take college courses.*

Reason	Target Group (N=97)	Survey Sample (N=1250)
To improve my mind generally	67%	37%
To help me grow in knowledge and understanding of the world we live in	61%	30%
To have a new and interesting activity and use my spare time effectively	33%	24%
To help me qualify for a better job	32%	17%
To work toward a college degree	25%	11%
To help me do better in my present job	22%	12%
To help me get a job	7%	7%
To get a high school diploma	6%	5%
Don't know, no opinion	--	1%
Not asked - not interested in the program	--	39%

*From Central Surveys, Inc., A Public Opinion Survey Conducted in Five Midwest Markets for State University of Nebraska, 1973.

The three market surveys, then, corroborated each other in some ways, and pointed out some potential discrepancies in other areas. The surveys were in agreement that there is a potential audience for a SUN-like program, although the actual size of that audience, and of its actual participation, could not be determined with much accuracy at this time. Most people are interested in learning to improve their own minds, without worrying too much about pursuing a college degree. At the same time, however, most of the 1.4 - 1.7% of the respondents interested in SUN courses indicated a desire to obtain college credit for their work. There appears to be some basic agreement among the surveys about what courses people would like to take. The data bear out the choice of Accounting I and Introductory Psychology as reasonable places for UMA/SUN to begin course development efforts.

What is not clear from these three market surveys, however, is what people meant when they said they wanted Accounting, or Psychology, or some of the other traditional course areas included in the surveys. Neither is there much insight into the importance of those academic courses relative to non-academic kinds of educational experiences, such as a course in investing, or gardening.

Thus, while the surveys produced information of considerable use, it was decided to extend the information base of UMA/SUN with respect to student goals by developing a new market survey, which would build on the experience of the past surveys, and would ask some new questions. The results of that effort are described in the next section of this chapter.

THE 1974 MARKET SURVEY

In an effort to provide greater clarity to questions of potential learner goals and needs provided by previous surveys, a small pilot market survey was conducted by UMA/SUN during 1974. Three small instruments (see Appendix A) were developed. A sample (N=1600) of adults was randomly drawn from telephone books throughout Nebraska, approximating the geographic distribution of population of the state. One of the three forms was sent to each of the potential respondents. Each form contained different questions, except for a few questions requesting certain demographic data from all respondents.

Of the 1600 forms sent, 92 were returned as undeliverable. A total of 156 forms, or about 10% of the deliverable forms, was returned. The results obtained from this pilot study must thus be considered with appropriate tenuousness. The results are certainly more suggestive than definitive.

The following report is divided into four major sections, plus a summary. The first section compares the survey sample to SUN's present learner population, and to the adult population of Nebraska, in terms of the demographic information requested on the first third of each form. These comparisons are presented both as an indication of the adequacy of the sampling procedure, as well as an indication of the relative interest in continuing education of various sub-groups of the population.

The second section focuses upon what people say they want to learn. Included in this section are stated reasons for learning, and types of courses desired.

The third section concerns how the respondents say they want to learn, and summarizes responses to questions about location, independence and media.

The fourth brief section reports the educational plans of the respondents, and the difficulties they expect to have to overcome to carry out these plans.

Demographic Information

Demographic information (common to all three versions of the form) actually serves two purposes. The first is to provide some idea of the nature of the sample of the population that chose to return the form, particularly in comparison with the available census data for Nebraska. This comparison may be useful in identifying some of the sampling biases present, which ought to be taken into account in the interpretation of the data.

The second purpose is to indicate interest in education among various parts of the population. Certainly the return of an opinionnaire is in no way a definitive indicator of a respondent's interest in the subject of that opinionnaire. However, if a disproportionately large or small segment of a population returns a randomly distributed opinionnaire on educational opportunities, the possibility that the biased return is due to varying degrees of interest should at least be considered.

Distribution of Ages. Table 5 shows the age distribution of the responding sample, that of SUN's present group of student learners and that of the total adult (over the age of 19) population of Nebraska. Note that in all tables in this report, figures are rounded to the nearest percent. The table indicates, with respect to the general adult population in the state, a disproportionately high percentage of returns was received from the 35-49 age group (40%, as compared with 26%), and a disproportionately low percentage of questionnaires was returned by the over 64 age group. We can't be absolutely sure of the reason for this bias, but there are a number of possibilities.

The first might be due to an uneven distribution of the 1600 forms. This would be the case to the extent that the middle-aged group would be more likely to have their names in the phone directory, and the senior-citizen less likely. This is a reasonable expectation in the case of the latter, with older parents living with their children or in institutions, but doesn't seem to be an altogether satisfactory explanation for the relatively high returns of the former.

Table 5. Age distributions of the responding sample, SUN's present learners, and the adult population of Nebraska.

Age	Percent of Responding Sample (N=156)	Percent of SUN's Present learners** (N=600+)	Percent of Adult* Pop. of Nebraska
Under 20	1%	2%	--
20-34	34%	36%	31%
35-49	40%	40%	26%
50-64	18%	19%	23%
Over 64	6%	3%	20%

*Adult population here refers to all persons over age 19. Source: Nebraska Blue Book, 1972. Compiled by the Nebraska Legislative Council.

**These learners are taking one of SUN's first two courses. The course offerings were advertised through radio, television and newspapers in Nebraska.

The disproportionality of the returns from the middle-aged group could be related to having more time to answer such forms, or a greater inclination of this age group to answer such forms, or to any number of other factors. However, we have no data to support or reject such hypotheses.

Yet another hypothesis that might be considered is that the 35-49 age group is simply more interested in alternative forms of higher education, and for this reason more of that group took the time and effort to fill out and return the forms. There is some support for this hypothesis in that the distribution of ages in SUN's present group of learners very closely approximates the responding sample. Furthermore, it makes sense to suppose many older people feel no need to, or are unable to start studying again, while many younger people have been out of school for too short of a time, or are too busy with a new family or career to want to continue their education.

Speculation about possible reasons for a higher level of interest in continuing education among this age group could also include their response to a sort of emotional and vocational plateau. With children raised, and with jobs having become secure and often routine, it is reasonable such persons would have a desire to search for new goals and opportunities, new ways of making their lives meaningful.

Sex-related Sampling Bias. Table 6 illustrates a more critical bias of the returns. It shows that approximately 70% of the respondents were male, and 30% female. While this bias is in the direction expected with sampling being done from the phone book, it is interesting to note that the distribution of sexes is approximately opposite of SUN's initial group of learners, of which about 80% are female. There are relatively few married women who choose to have their names listed in the phone book. Thus, a significant proportion of

listings of women are for relatively young women, or widows. On the other hand, over half of SUN's present female enrollees are homemakers. Consequently, some caution must be observed in generalizing from the response of women in this survey. To the extent these groups of women may differ in their goals, the responses to this market survey could be misleading if taken to represent SUN women enrollees. This point needs to be explored further.

Table 6. Distribution of sexes in the responding sample, and in SUN's present learner population.

Sex	% of Responding Sample (N=156)	% of SUN's Present learners (N=600+)
Male	70	21
Female	30	79

Educational Achievement. Table 7 compares the level of education of the responding sample with SUN's present learner population, and the adult (over 25) population of Nebraska. The table indicates 41% of the adults in Nebraska have not completed high school, substantially higher than the percentage (5%) of our responding sample.

Table 7. Distribution of Educational levels of the responding sample, SUN's present learner population, and the Adult (over 25) population of Nebraska.

Education	% of Responding Sample (N=156)	% of SUN's Present Learners	% of Nebraska's* Adult Population
Eleventh grade or less	5%	5%	41%
Trade, Business School	10%	14%	
High School	21%	43%	
1-3 years of College	26%	27%	
College Graduate	19%	6%	59%
Graduate Degree	19%	4%	

*Adult here refers to all those 25 or older. The 59% figure refers to all those tho have had at least 4 years of high school. Source: Statistical Abstract of The United States, 1974, U.S. Department of Commerce.

Table 8 lists the responses of the market survey sample to the question "How many years has it been since you last participated in a college-level education experience?" It can be seen that 17% of the respondents have had no educational experiences they consider college level, 31% have had such experiences over five years ago, while the remaining 52% have had some college level experience in the last five years.

Table 8. Number of years since respondents participated in college level courses.

Number of years	% of Responding Sample (N=153)
Have not participated	17%
Within last year	19%
1-2 years ago	8%
3-5 years ago	25%
More than 5 years ago	31%

Though there are no comparable figures for either the state or UMA/SUN's present population on this specific question, these data do appear to reflect the information presented in Table 7. The responding sample is more positively oriented to continuing education than one would expect from a random sample of the total Nebraska population.

Though some arguments could be made that the phone book is biased in the direction of the more highly educated, it is doubtful such a bias could account for the observed discrepancy between our sample data and the census data. Again, a more likely explanation might be a greater willingness to participate in such a survey among the more educated, or a higher interest in continuing education. The similarity of the responding sample to SUN's present

learner population, in terms of educational achievement, gives this hypothesis some credence.

If it is, in fact, true that it is the more highly educated that are interested in continuing their education, SUN must give some thought to the question of whether this is an indication of the nature of continuing education, a nature that must be modified if it is to attract a heretofore unserved audience or, if it is an indication of the nature of the unserved audience, that it is unaware of the advantages SUN has to offer, or of SUN itself.

Admittedly, there is only limited information here to warrant even tenuous hypotheses, much less firm conclusions. It would be a mistake to consider the above interpretations as anything but food for thought. But food for thought it is.

Distribution in terms of size of town. Table 9 illustrates the distribution of the population in rural areas, small, medium and large towns and in cities. The figures are given for Nebraska, for SUN's present group of learners (a self-selected group obviously interested in education), and for the respondents to the Market Survey of the general Nebraska population. The table shows our responding sample consists of a higher percentage of city dwellers than one would expect from a random sample of the state population. The most likely explanation for this would seem to be that there are probably more telephone listings per person in a large city, than in the state in general, due to the higher percentage of single persons that are likely to be present in a city.

It is interesting to note, however, that SUN's present population very closely approximates the population of the state in general, in terms of its distribution among various sized population areas.

Table 9. Distributions of respondents, present SUN learners, and Nebraska residents among various sized population centers.

Population of Area of Residence	% of Responding Sample	% of Present SUN Learners	% of Nebraska's Population*
Rural/Farm	14%	22%	22%
Small Town (2,000 or less)	17%	18%	15%
Medium Town (2,000-10,000)	14%	15%	13%
Larger Town (10,000-20,000)	2%	10%	11%
City (over 20,000)	53%	36%	35%

*Source: Nebraska Blue Book, 1972. Compiled by the Nebraska Legislative Council.

Marital and Family Status. Table 10 compares the marital and family status of the responding sample with that of the present population of SUN learners who returned their Student Information Questionnaires (about 60%, or 367 were return). It appears the respondents to the Market Survey were rather similar to UMA/SUN's present learner population in terms of family and marital status.

Table 10. Marital and Family Status of respondents and present SUN learners.

Marital and Family Status	% of Responding Sample	% of SUN's Learner Population*
Single	11%	11%
Married, no children	11%	13%
Married, mostly young children	37%	31%
Married, mostly grown children	31%	39%
Widowed, divorced or separated	9%	6%

*These figures are based on the data from the Student Information Questionnaires, which were returned by 60% (367) of SUN's learners.

Summary of the Demographic Information. Information on Age, Sex, Education, Size of Town and Marital and Family status of the 156 respondents to SUN's 1974 Market Survey was tabulated and compared to similar information on SUN's present learners, and on the total Nebraska Adult Population. These comparisons were made both to assess the adequacy of the sampling technique, and to assess relative level of interest in continuing education among various demographically defined groups.

The most obvious sampling bias was the predominance of males (70%) in the responding sample, due primarily to the technique of using the phone book to provide names. This is compared to the predominance of females (79%) among SUN's enrolled learners.

The responding sample parallels SUN's present learners in terms of age, but contains a higher proportion of middle-aged persons than is present in Nebraska's adult population.

The survey sample also parallels SUN's present learner population in terms of educational level achieved, with 95% having had at least four years of high school, as opposed to only 59% of the state's adults.

The marital and family status of the survey sample also is very similar to SUN's present learners, though most of the married persons in the sample are men, while most of the married persons taking SUN courses are women.

Finally, the sample seems to slightly over-represent the big cities, with 53% coming from cities of 20,000 or more, as opposed to 36% of SUN's present learners, and 35% of the state's population, living in cities of that size.

These figures indicate the data reported from this survey must be interpreted with caution. They reflect the opinions of about 1 hundredth of

of 1 percent of Nebraska's population, including a disproportionate number of males, educated persons, and middle-aged persons. The respondents clearly do not represent a purely random sample of Nebraska adults. However the extent that these are the type of adults SUN wants to serve, the data will tend to be valid. If SUN is interested in serving a subgroup of the population that failed to respond to this survey or is not enrolled in a SUN course, e.g., the relatively uneducated, other means must be used to assess that subgroups needs and to facilitate their enrollment in SUN. Additionally, the question must be asked "Why were the relatively uneducated more reluctant to respond?" Is it because of lack of interest? Lack of knowledge of educational opportunities? Fear? Lack of confidence? Or, did they simply not receive the survey instrument? The question of why the less educated were not represented in these survey returns seems to be a question worth being answered, particularly as it relates to their interest in continuing education in general.

What People Want to Learn

The largest number of items on the market survey questionnaire was aimed at determining the kinds of things adults in the UMA/SUN area would like to learn. This question was addressed from various points of view--from the broad perspective of the purposes of respondents for studying, to more narrow questions of what kinds of courses they would like to take.

Reasons for Learning. The sample of persons (N=50) who responded to Form #1 were asked the question "If you were to participate in an educational activity, what major reasons would there be for you to do so? (Check all that apply)." Table 11 lists the alternatives in order of their frequency of choice.

Table 11. Major reasons for participating in an educational activity.

Reason	Percent of Responding Sample (N=50) Selecting Each Reason
To increase my general knowledge	70%
To prepare me for a job or career improvement	56%
To increase my current level of schooling	54%
To satisfy my curiosity about a particular topic	43%
To become a better person or citizen	29%
To become a better friend, spouse or parent	17%
To spend my leisure time in a worthwhile way	17%
To help me get more out of a hobby or interest	13%
To get to know other adults	5%
Total*	304%

*Total is more than 100% because each respondent chose an average of 3 items.

The most frequently chosen reasons for participating in an educational activity were perhaps the most traditional reasons, i.e., to learn more, to get ahead in a job, and to increase general level of schooling. Each of these was chosen by over half of the total sample. The next five most frequently chosen reasons were chosen by from 13% to 43% of the total sample of 50 persons. These five choices could be related to reasons of personal development or of general self improvement, as opposed to the possibly more typical academic goals.

The least frequently selected reason for participating in an educational activity was "To get to know other adults." Only 5% of the respondents chose this rather non-academic reason for continuing their education. It thus appears the lack of social contact may not be a serious deterent to continuing education in the home.

General Areas of Importance. A question on Form #2 asked "Which of the following areas would be most important to you if you were to take part in an educational activity (that is, lecture, course, educational television)?" Table 12 lists the alternatives in the order of frequency of choice.

Table 12. Relative importance of various areas of study

Area of Importance	Percent of Responding Sample (N=50)
Trade, business or vocational subjects	48%
Hobbies, recreation and leisure	32%
Regular school subjects	28%
Home improvement and family living	18%
Public affairs and citizenship	18%
Agricultural subjects	18%
Youth leadership work	12%
Community development	8%
Total*	182%

*Total percentage is over 100% because most respondents selected more than one area.

By far the most popular choice of this group of 50 respondents was for Trade, Business or Vocational Subjects, with almost half indicating that this type of course would be important to them. Regular School Subjects and Hobbies, Recreation and Leisure, were selected by 28% and 30% of the respondents respectively as being important. The greater popularity of the practical and the traditional suggested in Table 11 seems to be indicated in this table as well. That a third of this sample selected the leisure time area, however, suggests this is also an area to be given careful consideration.

Courses for College Credit? Questions relating to taking college-level courses were asked on Forms #2 and #3. Form #2 asked the question "In which of the following ways would you be most likely to continue your education?" Table 13 lists the three alternatives, and the percentage of selections made by this sample of 47 respondents.

Table 13. Preference for College and/or Credit Courses.

Method	Percent of Responding Sample (N=47)
Taking college courses for credit toward a degree	40%
Taking college courses, but not for credit toward a degree	21%
Taking non-credit courses not generally found in a college curriculum	38%
Total*	99%

*Total less than 100% due to rounding.

The distribution of responses in Table 13 shows that the College course for credit option and the non-college course for no credit option were each chosen by an equal proportion of the sample--about 40%. Only 20% of the sample felt they would be likely to continue their education with a college course for no credit toward a degree. It should be kept in mind, however, that a person's response to this item probably reflects not only his educational goals, but also his knowledge of what is currently offered. Had the respondents been aware of a great deal of college level courses offered for no-credit, more of them might have selected this option.

Form #3 also asked a question related to taking college courses for credit. It asked, "If you were to participate in a college-level educational activity, which of the following would be of most interest to you?" The responses to the

credit/no-credit option qre listed in Table 14. Note the relative emphasis is similar to that indicated in Table 13, with over twice as many respondents indicating if they would take a college course, they would want to take it for credit.

Table 14. Preference for credit or non-credit college level courses.

	Percent of Responding Sample (N=53)
Credit	72%
Non-credit	28%
Total	100%

Table 15 breaks down the credit/no-credit preference in terms of three age ranges. A clearly statistically significant relationship between age and credit option exists, with the younger persons preferring the credit option much more strongly than the older persons. There are a number of possible reasons for this relationship. One might be the fact that younger people are more educated in general, and feel more prepared to take a course for college credit. Another is that younger people may see a greater possibility of applying this credit to an eventual degree. Whatever the reason, the relationship clearly exists, and should be considered as UMA/SUN plans for the future.

Table 15. Preference for credit or non-credit college level courses, by age group.

Age Groups	Credit	Non-Credit	Total
20 - 34 (N=15)	100%	--	100%
35 - 49 (N=27)	65%	35%	100%
50 - 64 (N=11)	25%	75%	100%

$X^2 = 13.78$ ($p < .01$)

The Practical Versus the Theoretical. The sample that received Form #3 was asked the following question: "If you were to participate in a college-level educational activity, which of the following would be of most interest to you? (Check one of each pair)." Tables 16 and 17 illustrate the responses to each of the pairs.

Table 16. Interest in practical over theoretical courses.

Course Types	Percent of Responding Sample (N=48)
Practical or Applied Courses	85%
Theoretical Courses	15%
Total	100%

Table 17. Interest in skill development emphasis or knowledge emphasis.

Emphasis	Percent of Responding Sample (N=48)
Skill development emphasis	52%
Knowledge emphasis	48%
Total	100%

Table 16 shows that among these 48 persons, 85% favored practical or applied courses over theoretical. Table 17 shows about an equal number of respondents preferred courses that emphasized skills rather than emphasized knowledge.

Specific Academic Interests. Form #3 asked the question "If a post-secondary education opportunity were available to you, which of the following academic areas would be most appealing to you? (Check all that apply)." The traditionally academic alternatives are presented in Table 18, in the order of their frequency of selection.

By far the most appealing academic area for this sample of 57 respondents was Business and Administration, with 38% of the group selecting this area. The next most popular choices were Psychology, Humanities, Social Sciences and Agriculture, each being selected by about 20% of the sample. The remaining alternatives were selected by 5% to 13% of the sample.

The high appeal of Business and Administration may be another indication of the desire for practical courses previously suggested in Tables 11, 12, and 16. Little can be said about the remaining selections, due to the uncertainty of statistics based on a sample of this size. However, an interest in courses related to agriculture is not surprising in an agricultural state. Similarly, the interest in the typical "Core Curriculum" courses of Psychology, Humanities or Social Science, is to be expected.

Table 18. Relative appeal of various academic areas.

Academic Area	Percent of Responding Sample (N=56)
Business and Administration (Accounting, Sales, Management, etc.)	38%
Psychology (Clinical, Social, Industrial)	23%
Humanities (Fine arts, Language, Philosophy)	23%
Social Sciences (Economics, Political, Sociology)	19%
Agriculture and Related Fields (Soils, Forestry & Farming)	19%
Other Professional Fields (Architecture, Law, Theology)	13%
Physical Science (Physics, Astronomy, Chemistry)	9%
Education (Elementary, Secondary, Adult)	7%
Health Professions (Medicine, Dentistry, Pharmacy)	7%
Biological Sciences (Botany, Ecology, Zoology)	5%
Engineering (Electrical, Civil, Mechanical)	5%
Mathematics	5%
Total*	173%

*Total is over 100% because a number of respondents selected more than one area.

Specific Practical Interests. Form #2 asked the respondent to indicate with a checkmark which of the practical topics listed in Table 19 were important to him. The topics are listed in the order of frequency of selection, and the percentages refer to the proportion of the 50 respondents that selected each item.

Table 19. Relative importance of various practical topics.

Topic	Percent of Responding Sample (N=50)
Income Tax/Personal Finances	44%
Investing	42%
Human Relations	34%
Consumerism	26%
Home Repair	26%
Gardening	20%
Real Estate	18%
Child Rearing	16%
Metrics	16%
Personal Health	16%
Photography	14%
Ecology	12%
Nutrition	10%
Interior Design	8%
Aging	8%
Drug Education	6%
Total*	316%

*The total is over 100% because respondents chose an average of 3 topics each.

The most often selected practical topics of importance to this sample of 50 respondents were Income Tax/Personal Finance, and Investing, with 44% and 42% of the sample indicating these areas as being important to them. Human Relations comes in a close third, being chosen by about one-third of the sample. The remaining topics were selected by from 6% to 26% of the sample.

Summary of What People Want to Learn. The majority of the questions on the three market survey forms were intended to find out what people wanted to learn. In response to the question of why they wanted to learn, "To increase my general knowledge" was by far the most popular reason, with "To increase my current level of schooling" and"...career improvement" also being selected by over half of the persons responding (see Table 11).

In selecting the "most important" general areas of study, almost half of the respondents indicated that business or trade related subjects were important, with "Regular school subjects" and subjects related to leisure time being chosen as important by a slightly less than a third of the sample (see Table 12).

The question of credit was addressed from two points of view. It appears that while an approximately equal proportion of persons (about 40%) preferred either a college-type course for credit, or a non-college course for no credit, relatively few respondents preferred a college course for no credit (see Table 13).

A similar question on another of the three market survey forms simply asked for an indication of preference for receiving credit for college-level courses. A similar reluctance to take college-level courses for no credit was observed, with less than a third of the sample preferring that option. The data on this item were further broken down in terms of age group, and a significant relationship ($p < .01$) emerged. While all 15 of the youngest age group (20 to 34) preferred to receive credit for college-level courses, only 3 out of the 11 in the oldest age group (50 to 64) preferred such credit. The preference of the middle group (35 to 49) was divided. This is probably a real relationship which should be considered in planning for learner options (see Tables 14 and 15).

A large majority of the respondents preferred "Practical" over "Theoretical" college-level educational activities, but an equal number preferred college-level courses that emphasized either "skill development" or "knowledge." The interpretation of the term theoretical among the general population may be open to question, however (see Tables 16 and 17).

"Business and Administration" was the preferred academic area of 38% of the sample, with the broad traditional areas of Psychology, Humanities, Social Science and Agriculture each being selected by about 20% of the sample.

"Income Tax," "Investing," and "Human Relations" were the most popular practical topics, being selected by 44%, 42%, and 34% of the sample, respectively.

In general, it appears the major goals of these three samples are to advance economically and/or increase their general knowledge. Whenever an option on one of the forms was clearly related to either of these goals, it was very strongly supported.

This should not, however, be interpreted to mean that few people had other educational goals. Each of the alternatives to each question was selected by someone. If only 1% of the population of Nebraska is interested in Ecology, or Nutrition, or Metrics, for example, that proportion still represents a potential course enrollment of over 15,000. Furthermore, while each individual has goals and interests common to most other persons, he also has goals and interests common to none. The latter are at least as important as the former, and must also be served.

How People Want to Learn

A number of questions were asked of individuals in our sample relating to their preferred method of learning, in terms of place, amount of direction

needed, and preferred media. These data are presented in the following sections.

Preference for location. Form 1 asked the respondent to rate each of a number of locations in terms of their being satisfactory as places at which to participate in an educational experience. The locations are listed in Table 20 below, in order of the percentage of times each was chosen as satisfactory.

Table 20. Ratings of various locations for educational experience.

Location	Ratings* (N=40) Satisfactory	No Preference	Not Satisfactory
Learning Center, if it existed near my home	82%	15%	2%
Local College	71%	12%	15%
In My Home	65%	9%	25%
University	64%	18%	18%
Library	53%	34%	12%
High School	47%	36%	17%
Civic Center	41%	32%	27%
Elementary School	40%	32%	27%
Museum, Art Gallery	35%	36%	28%
At My Place of Work	35%	19%	45%
YMCA	27%	40%	32%
Shopping Center	25%	33%	41%
A Church	12%	43%	45%

*Note that each row indicates the percentage of selections of each rating category. Thus, each row totals to 100%, with rounding error. For example, 82% of respondents indicated a learning center was a satisfactory location, 15% had no preference, and 2% regarded it as not satisfactory.

For the most part the locations seem to be ordered according to a common sense notion of where higher level educational activities usually take place, with educational institutions high on the list, and churches and shopping centers at the bottom. The very notable exceptions to this rule are the learning center (if it existed near home) and the home itself. Though these two locations are the ones that UMA/SUN has chosen to emphasize so far, it is doubtful many of the respondents would have been aware of this emphasis. It appears the notion of "College at Home" (or near home) may be a viable one.

It is also important, however, to note the minority responses. Most of the locations were considered "satisfactory" by a large portion of the sample. Particularly worthy of note is that 35% of the respondents indicated their place of work was a satisfactory location for an educational experience.

Independence of Study. One of the problems of independent study is that many people who need the flexibility of location, schedules and goals, have difficulty studying independently. One of the goals of open education must be to provide both the flexibility desired, and the direction and guidance required by various types of learners. An indication of the degree of independence desired by our potential students is the sample's response to an item on Form #2 asking "How do you feel you learn best?" The three alternatives are listed in Table 21, in the order in which they were presented. The percentage of the 50 respondents selecting each alternative is also given.

Table 21. Responses to the question "How Do You Feel You Learn Best?"

Amount of Direction	Percentage of Responding Sample (N=50)
I need others to direct me	8%
I can teach myself through independent study	16%
I learn best through a combination of independent and directed study	76%
Total	100%

The data in this table seem to indicate the idea of directed independent study is an important one for UMA/SUN, and relatively few people in this sample felt they could learn best by teaching themselves through independent study. It should be noted, however, these three choices may be given quite different interpretations by different persons. "Teaching myself through independent study" could mean obtaining books and materials and receiving no additional help, or it could mean following a rigidly specified schedule at home. The degree of independence and guidance that is optimal for UMA/SUN's learners is something that must be carefully studied.

The same question was addressed on the same form from a somewhat different point of view. Table 22 lists the distribution of responses to the question "If you were to engage in an educational activity, which one of the following educational means would best suit your needs?" The alternatives are listed in the order of the percentage of the 50 respondents that chose them.

Table 22. Relative suitability of various educational means.

Activity	Percent of Responding Sample (N=50)
Evening Class	52%
Educational TV (ETV)	22%
Regular Classes at College or University	22%
Correspondence Study	20%
Conference or Workshop	16%
Local Discussion Group	12%
Study on My Own	12%
Total*	156%

According to these data, the most suitable educational means for this sample was the evening class, selected by about half of the respondents. Only 12% of the 50 said that studying on their own or with a local discussion group would be best suited to their needs. The remaining alternatives were each selected by about 20% of the sample.

This data seems to be somewhat at variance with the data presented in Table 20, which shows 65% of the same sample felt participating in an educational experience at home was satisfactory, but is in accord with the data presented in Table 21, which shows most of the Form #2 sample prefers to have some guidance in their studies.

It should also be kept in mind, when interpreting these data, the responses may reflect a traditional understanding of the nature of evening courses or of studying on one's own. If nontraditional alternatives had been understood, the responses might have been quite different. It would probably be worth investigating what aspect of an evening course is appealing to students, if such

an appeal can be further substantiated. Is it the interaction with a group that people desire? Or with a live professor? Or is it merely the evening hours that are desirable? Some answers to these questions are suggested in this report. They do seem to merit further consideration, however.

Preferred Media. In an effort to assess the media preferences of SUN's potential audience, Form #2 asked the respondents to rank each of six listed media according to their preference for use in learning by writing a "1" after the most preferred source, a "2" after the second most preferred, and so forth. Table 23 presents the six media, in order of their average ranking.

Table 23. Average rankings of various learning sources. (N=37)

Rank	Learning Source	Average Ranking
1	A Personal Presentation or Group Discussion	1.68
2	A Book	2.56
3	Educational TV	2.69
4	A Booklet, Article, or Pamphlet	3.61
5	Tape Recording or Record	3.97
6	Radio	5.02

Here more than ever it appears the choices were made primarily on the basis of knowledge of what has been available in the past. If this is the case, and if UMA/SUN deems it useful to offer alternative media, then it appears there is probably a need to educate the public as to the new media's utility.

Summary of How People Want to Learn. This section certainly raises more questions than it answers. It seems clear most people have a fairly traditional idea on how one becomes educated. Traditional educational institutions

were generally rated as being satisfactory places to learn. Most persons preferred a combination of directed and independent study. Evening classes were deemed most suitable, and studying on one's own was least suitable. When asked to rank educational media according to preference as a learning source, the rather predictable order of Lecture, Book, TV, Booklet, Tape or Records, and Radio appeared. The only exceptions to the traditional in this section seems to be in the rating as "satisfactory" of learning centers as a place to study by 82% of the sample, and of the home by 65% of the sample, certainly two very important exceptions in favor of UMA/SUN's current practice.

The questions raised in this section include the following: Why do people select the traditional? Is it because it serves them better, or because it is all they know? How do we tell the difference? To what extent will UMA/SUN have to educate its potential population to the utility of alternative media? What are the benefits of the traditional that have kept it traditional?

Is there an optimal combination of independence and direction? How can UMA/SUN individualize direction? How can people be helped to direct themselves? What is sacrificed by direction? By independence? What is gained? These questions need to be answered if the mechanisms of open education are to run smoothly.

Educational Plans

Three questions were asked in the market survey which dealt with the respondents' educational plans, and factors that might influence them. Form #3 contained the question, "Do you think you will participate in some type of academic course work in the next five years?" The distribution of responses to the various alternatives are listed in Table 24 below.

Table 24. Likelihood of participation in academic course work in the next five years.

Response	Percent of Responding Sample (N=56)
Yes, I'm quite sure	25%
Yes, I probably will	25%
I can't say one way or another	27%
No, I probably won't	21%
No, I won't	2%
Total	100%

While only one person out of the 56 in the sample indicated that they wouldn't participate in any type of course work in the next five years, the responses were evenly distributed over the remaining items ranging from "No, I probably won't" to "Yes, I'm quite sure," with approximately half of the sample indicating they would at least probably participate.

The respondents to Form #2 were asked to indicate which two or three of the factors listed in Table 25 might prevent them from participating in additional educational experiences. The factors are listed in the order of their frequency of selection.

"Family/job responsibilities" and "Not enough time" were each selected by about half of the sample of 50, with lack of ability or opportunity low on the list.

Table 25. Factors preventing participation.

Preventing Factor	Percent of Responding Sample (N=50)
Not enough time	56%
Family/Job Responsibilities	48%
Inadequate Personal Finances	32%
Lack of Practical Courses Available	32%
Lack of Motivation	22%
Lack of Educational Opportunities	10%
Doubts about Ability to do the Work	8%
Other	6%
Total*	215%

*The total is more than 100% since most persons chose more than one item.

Form #3 listed a number of common activities, and asked the respondents to indicate which they would have to spend less time on were they to engage in a new educational activity. Table 26 presents these activities in their order of frequency of selection.

The data clearly show the respondents feel it would be the leisure type activities that would be sacrificed for an educational experience. The frequent selection of "Not enough time" in Table 25 as a factor preventing educational participation poses an interesting question. Do people truly have "leisure time?" If so, why did half report they didn't have enough time? If not, what kinds of activities are 77% of the respondents indicating they would have to drop in the name of education?

Table 26. Current activities which new educational activities would have to supplant.

Activity	Percent of Responding Sample (N=56)
Leisure	77%
Recreational	27%
Social	24%
Hobbies	20%
Work	14%
Civic/Political	10%
Religious	8%
Fraternal Service	6%
Total*	186%

*The total is over 100% since many persons made over one selection.

Summary of Educational Plans. It should be recalled that the survey sample is apparently biased in the direction of the more highly educated. Nevertheless, it is significant that half of the responding sample indicated they will, or probably will, participate in academic course work in the next five years. Since time and family/job responsibilities appear to be the major deterrent to continuing education, methods of making the educational process more convenient to the learner would probably be very well received.

Overall Summary of the 1974 Market Survey

In an effort to learn more about the goals of UMA/SUN's potential Nebraska audience, 1600 persons, whose names had been selected randomly from all of the phone books in the state, were mailed one of three questionnaires. A total of 156 persons responded, or about 50 persons for each form.

An analysis of the demographic variables common to each form showed that due to the phone book method of sampling, far more men than women responded. The response also seemed to be biased in that a higher proportion of middle-aged persons and of relatively more educated persons were represented than is present in the state adult population. The possibility this bias was due to a greater interest in continuing education by these groups was discussed, in light of the fact UMA/SUN's present learner population is similarly biased.

In response to questions about what they wanted to learn, the majority of respondents apparently preferred courses that would help them to advance economically and/or academically. While every alternative was chosen by at least one person, practical courses, and courses related to finances, were the most popular. With regard to the question of credit, an equal number of persons preferred college courses for credit, as did prefer non-college courses for no credit. However, all 15 of the younger persons indicated that if they took college-level courses, they would prefer to get credit for them, while only 3 out of 11 older persons felt this way.

When asked how they wanted to learn, most persons responded in a fairly traditional manner, with the exceptions being the rating of learning centers and the home as satisfactory places for learning by a large majority of the respondents. A number of questions were raised in this section as to why the traditional appeared to be so popular, and the need for educating the public with regard to the utility of alternative media was suggested.

Half of the responding population felt they would probably engage in some type of academic course work during the next five years. Lack of time and family responsibilities were cited as the major deterrents to these plans, and most felt leisure time activities would have to be sacrificed if the plans were fulfilled.

Cautions in Interpreting These Data. The reader must remember what the data in this report do and do not represent. They do accurately represent the responses of 156 persons who volunteered to return a somewhat randomly distributed form. While it does appear the respondents are in many ways similar to the adult population of Nebraska and/or SUN's present learner population, a number of distinct differences have been identified. Also, the possibility does exist that the sample is totally biased in terms of some unmonitored variable. These data can only be viewed as suggestions of what may be the case. They can be meaningfully used only in the context of other formal and informal corroborating data. Finally, it may be the case that UMA/SUN does not want to serve the entire Nebraska or Midwest population, but would rather prefer to focus in on a subgroup only lightly sampled in this survey. If this is the case, a more focused survey is in order.

Student Information Questionnaire

As of October 1, 1974, SUN had a learner population. The enrollment of learners was of great significance for many reasons. One of the reasons was that attention could now be shifted from exclusively wondering about prospective learners, to inquiring into the goals and characteristics of actual learners.

In an effort to study those learners, the Office of Research and Evaluation prepared a rather extensive Student Information Questionnaire (see Appendix B) which was sent to all enrolled learners. To date, 60% of the questionnaires have been returned.

The Student Information Questionnaire includes questions about many aspects of the background, hopes, and ideas of SUN learners. A complete report of the study is being prepared. For purposes of this chapter of the

1974 Final Report, those questions most closely relevant to learner goals have been targeted for analysis, and are reported in the pages to follow.

As suggested above, market surveys previously utilized by UMA/SUN were designed to assess the needs of potential UMA/SUN students, and have given us at least some general idea of the nature of our potential audience. However, it was felt that a much more in depth look at our actual students was needed to enable us to better understand and interpret our formal and informal incoming data on learner progress and perceptions. For this purpose, a detailed student information questionnaire, referred to as the Learner Characteristics Survey, was prepared by the Research and Evaluation Department. The questionnaire consisted of seven major sections: General Information, Education, Employment, Use of Leisure Time, Personal Resources Available for Education, Goals, and Enrollment Information.

The total questionnaire consisted of 170 brief items, of which 17 dealt directly with student goals. These items, selected, reviewed, and revised by UMA/SUN staff members, were based in part on portions of questionnaires used in similar studies at the British Open University and Empire State College.

A questionnaire was sent to each of SUN's approximately 600 students on November 18, 1974, and as of December 12, 1974, approximately 60% have been returned. In addition to the explanatory cover letter from the Director of Research, an advance letter was sent from the SUN delivery office to reassure each student of the form's utility and confidentiality, and as a reminder of their freedom not to respond if they so desired.

For the most part, the data have not as yet been analyzed beyond simple frequency counts and descriptive statistics across the total population.

Summaries of these analyses are being circulated among UMA/SUN staff to provide some initial insight into the nature of the SUN learner, and to stimulate the production of more specific questions and hypotheses to be dealt with in subsequent analyses.

Some information on the learner population was already available, based on data from the initial registration forms. About half of SUN's students are in the age range of 36-55, and over 75% are female. Homemakers comprise 41% of those taking the Psychology course and 34% of those taking the Accounting course. About 15% of all SUN's students are in professional, technical or managerial occupations, 25% are in clerical or sales occupations, and the remaining students are distributed about equally over a range of other occupations. The "Not For Credit" option has been elected by 28% of the Accounting students, and 14% of the Psychology students, with only 6% of all SUN's students electing the "Pass-No Credit" option. About half of SUN's students in each course have had college experience, but it does not appear to be related to whether or not a student elected the "Not for Credit" option.

Ratings of Goals

The Student Goals section of the Learner Characteristics Survey consists of a list of 15 statements of possible goals, plus an open ended "Other." Each goal was to be rated as "Not Important," "Somewhat Important," or "Very Important." In addition, the respondent was asked to indicate which one of the statements was the most important to him. A final item asked the learner to indicate the highest academic degree he hoped to obtain.

The list of goal statements from the survey is presented in Table 27, in the order of the importance ascribed to them by the respondents, with a

"Not Important" given a value of zero, and a "Very Important" given a value of two. Thus, if exactly one-third (33%) of the learners checked "Not Important" for any one goal, another third checked "Somewhat Important," for the same goal, and the remaining third checked "Very Important," that goal would have an average rating of 1.0. It is according to this average rating that the goals are ordered. Note the percentage figures are rounded to the nearest whole number. Each row sums to 100%, as every respondent completed this section.

Probably the most meaningful statistics in Table 27 are not the average ratings, but are rather the percentages of learners marking "Very Important" in each category. For instance, item "h", "To obtain a degree which is required for my present or future job," was the second from the last in terms of its average rating. However, it would be foolish to dismiss this goal as therefore being unimportant, for a full 22% of our present sample did in fact state that this goal was very important to them, and another 22% said it was somewhat important. To disregard this goal because of a low overall average would be to disregard a goal that was very important to a large portion of our learners. Similar statements could be made about each of the above goals. What the figures in Table 27 do indicate is while some goals are held in higher esteem by larger segments of the sample than others, most of the goals are considered to be "Very important" by at least 20% of our sample.

The Most Important Goal

While the first part of the Goals section of the Learner Characteristics Survey asked the learner to respond to each goal statement, the second part asked that she simply indicate which single goal statement was the most important to her. For the sake of clarity, the goals have been grouped into three clusters, each of which contains similar or related goals.

Table 27. Goal statements listed in the order of the average importance ascribed to them by SUN learners (N=367).

Goal Statement	Not Important (0)	Somewhat Important (1)	Very Important (2)	Average Rating
l. Simply, to learn	6%	17%	77%	1.71
e. To attain specific skills that will be useful on a job	19	28	53	1.33
n. To increase my confidence to undertake learning projects	21	31	48	1.27
k. To improve my self-image	20	38	42	1.23
f. To increase my awareness of different philosophies, cultures and ways of life.	27	37	36	1.09
g. To improve my chances of making more money	31	33	36	1.06
o. To use leisure time creatively	32	35	33	1.00
i. To learn how to participate effectively as a citizen in my community	35	44	21	.87
m. To improve my professional status	44	26	30	.86
j. To develop an understanding and an appreciation of science and technology	37	43	20	.84
c. To develop a new career	45	28	27	.81
b. To discover my vocational interests	44	34	22	.77
a. To increase my appreciation of art, music, literature and other cultural expressions	45	35	20	.75
h. To obtain a degree which is required for my present or future job	56	22	22	.67
d. To become involved in social and political concerns	51	37	12	.61

These clusters have been termed "Career Improvement," "Academic Self-Concept Improvement," and "Cultural Growth and Development." The three clusters were suggested by a mathematical procedure called Factor Analysis.

The Factor Analysis procedure essentially looks for patterns of responses by each subject and compares them to patterns of responses of all other subjects, to locate specific types of patterns for the group of respondents. For instance, in the present example it appears that very often when the goal "To increase my awareness of different philosophies, cultures and ways of life" was rated very highly by a student, the same student also rated highly the goal "To increase my appreciation for art, music, literature, and other cultural expressions." Likewise, students who rated the former as being unimportant, usually rated the latter the same. This suggests these two items are somehow similar, and it might be useful to think of them, and others that behave like them, as belonging to a single cluster of similar goals. This is essentially the procedure used to suggest the grouping of the goals being used in this report.

The first cluster of related items could be termed "Career Improvement." The six items included in this cluster are listed in Table 28. They are ordered within the cluster according to the percent of persons in our sample who selected the respective goal statement as their single most important goal. For example, 14% of the total sample of students selected the goal "To attain specific skills that will be useful on my job" as being the most important goal, and 40% of the total sample selected one of the items in the Career Improvement cluster as being the most important.

Table 28. Distribution of selections of each goal statement with the Career Improvement clusters as being Most important (N=367).

Goal Statement	Percent of Sample
e. To attain specific skills that will be useful on a job	14%
c. To develop a new career	8%
h. To obtain a degree which is required for my present or future job	6%
g. To improve my chances of making more money	4%
m. To improve my professional status	4%
b. To discover my vocational interests	4%
Cluster Total	40%

It should be noted the factor analysis actually suggested this cluster be broken down into two clusters--the first relating to starting a new career (items "c" and "b" above), and the second relating to improvement of a present career, (items such as "g" and "m"). While both groups were combined into a single cluster for illustrative purposes, it may be wise to keep the distinction in mind. It seems reasonable to expect a person who has a successful position he wants to enhance by taking a SUN course may be quite different from a person who has no job, or a job with which he is very dissatisfied, and who wants to use a SUN course as a start on a new life. The former is more likely to have a perception of immediate relevance (or irrelevance) for a course, based on his experience with a certain kind of work, and his knowledge of the utility of the course for that work, and might not be overly concerned with his actual grade in the course. The latter, on the other hand, is more likely to be less educated, less certain of what he really wants or needs from the course, and may look upon his progress through the course as an indication of what his life's

work should be. Other differences of motivation and interest may also be important to consider here.

The second cluster of related items could be termed "Academic Self-Concept Improvement." The four items in this cluster, chosen by a total of 34% of the sample, are listed in Table 29.

It is important to notice that a full 22% of the sample chose "Simply, to learn" as being the most important goal. It might also be argued that the remaining three items shouldn't even be grouped with the first. However, the factor analysis does give a rather clear indication there probably is some validity to such a grouping. That is, subjects who rated "Simply, to learn" highly also tended to rate the other three items highly. There seems to be a consistent positive relationship between wanting to learn, and wanting to become more self-confident.

Table 29. Distribution of selections of each goal statement within the Academic Self Concept Improvement cluster as being most important (N=367).

Goal Statement	Percent of Sample
1. Simply, to learn	22%
k. To improve my self-image	6%
n. To increase my confidence to undertake learning projects	5%
o. To use leisure time creatively	1%
Cluster Total	34%

The final cluster was the strongest in terms of the regularity with which a high rating of one of its members occurred with a high rating of the others, but weakest in terms of the number of persons considering it to be most important.

This cluster could be termed "Cultural Growth and Development." The five items within this cluster are listed in Table 30.

Some caution must be used in the interpretation of Table 30. While it does state only 13% of the sample selected a "Cultural Growth" goal as being most important, with the bread-and-butter goals related to career improvement being chosen far more often, it would again be a mistake to conclude that few persons thought these goals were important. A review of Table 27 reminds us that from 12% to as much as 36% of the sample actually considered one or more of the Cultural Growth items as being "Very Important," and in most cases, less than half of the sample considered them as being "Not Important."

Table 30. Distribution of selections of each goal statement within the Cultural Growth and Development cluster as being most important (N=367).

Goal Statement	Percent of Sample
i. To learn how to participate effectively as a citizen in my community	4%
f. To increase my awareness of different philosophies, cultures and ways of life	4%
a. To increase my appreciation of art, music, literature, and other cultural expressions	3%
d. To become involved in social and political concerns	1%
j. To develop an understanding and an appreciation of science and technology	1%
Cluster Total	13%

Degree Goals

The final item in the goal section of the Student Information Questionnaire asked the question: "What is the highest academic degree you hope to obtain?"

The percentage of responses to each alternative is listed in Table 31.

Table 31. Academic (Degree) Goals of a sample of SUN learners (N=367).

Degree	Percent of Sample
None	38%
Associate degree (A.A. or equivalent)	11%
Bachelor's degree (BA, BS, etc.)	30%
Master's degree (MA, MS, etc.)	8%
Doctor of philosophy or education (PhD or EdD)	3%
Medical degree (MD, DDS, etc.)	1%
Law degree (LL. B., JD)	1%
Theological degree	0%
Other	8%

Summary

In the Goals section of the Student Information Questionnaire which was returned by 367 of SUN's approximately 600 learners, respondents were asked to rate each of 15 goals as being "Not Important," "Somewhat Important," or "Very Important." They were also asked to indicate which single goal was the most important. Finally, they were asked to indicate the highest academic degree they hoped to attain.

The goals were grouped into three categories as suggested by a factor analysis of the responses. The groups were labeled "Career Improvement," "Academic Self Concept Improvement," and "Cultural Growth and Development." "Career Improvement" goals tended to get the highest ratings, and tended to get chosen most often as being most important. The most prominent exception

to this was the goal "Simply, to learn" in the "Academic Self Concept" cluster, which had the highest rating, and was chosen most often as being the most important goal. The "Cultural Growth and Development" goals were chosen least often, and given lower ratings than the others. There was a wide variation in responses, however, with each of the goals receiving ratings of importance by some significant portion of the sample. No degree was sought by 38% of the sample, while 30% hoped for a B.S., and the remaining 32% hoped for some other academic degree.

Certain precautions have to be taken in the interpretation of the data in this report. One precaution is in the interpretation of the clusters of goals. With another population of students, or another list of goal statements, the clustering might be different. For instance, with a much wider variety of students, more men, more younger people, or more traditional students, the three large clusters could break into a larger number of more specific clusters. Similarly, if the goals were more finely specified and defined, and a larger number listed, more well defined clusters might also emerge. The value of this use of factor analysis is not in its revelation of some true or ideal structure, but in its identification of certain intra-item relationships which can provide a context for further conceptualization.

Probably the most important precaution is that it be kept in mind that these statistics reflect the perceptions of SUN's present students, two-thirds of whom are taking Accounting I, and one-third of whom are enrolled in Psychology. It would be a mistake to assume this particular set of students, unique by virtue of their interest in an experimental project and by their desire to take these particular courses, are necessarily representative of SUN's potential student population.

Synthesis

As UMA continues to define its direction and purpose, two necessary questions continue to be asked: "Who are UMA's potential learners?", and "What are their goals?" In this section of the paper an attempt is made to synthesize findings from the various survey results reported above with findings of other similar studies, and to offer some recommendations as to how the Office of Research and Evaluation might obtain additional information on potential learners and their goals, to help inform decisions about UMA's future direction.

Who Desires Postsecondary Education?

The "typical" student currently enrolled in a SUN course could be stereotyped as a 39 year old woman with a better than average education. About half of SUN's students are in the age range of 35 to 55, 78% are women, and about 36% are homemakers. Fifty percent report having participated in college level courses in the past five years. These students paid tuition to enroll in SUN, usually after hearing about SUN through various advertising media.

The rate of return of the 1974 SUN Market Survey, which had been mailed to names randomly selected from Nebraska's phone books, was highest in the 35 to 49 age range, and among the more educated. Earlier market surveys in Nebraska and other Midwest areas indicated that interest in adult education is strong through age 40 or so, after which it begins to taper off.[2,3] However, one such report specifically noted that there was an especially high interest in SUN-type courses among 40-49 year old women.[4] Two of these early market surveys noted that interest was highest among those who had had previous continuing educational experiences.[5,6]

Similar surveys of potential students by the University of Wisconsin Extension Division,[7] as well as actual course registrations at Empire State College, Minnesota Metropolitan State College,[8] and the ETS Open University investigation, indicate about as much interest in nontraditional courses among men as among women. The Humanities course of the ETS investigation was an exception, attracting twice as many women as men.[9]

Though most of these studies indicated that interest in continuing education was related to age, with relatively more younger than older persons being interested, in fact there was interest at all age levels. For example, ESC and MMSC reported that 21% and 28% of their graduates, respectively, were over the age of 50.[10] The ETS investigation had a far greater proportion of older persons among its nontraditional learners than among its traditional students, with 45% of its nontraditional students over the age of 35, as opposed to 5% of its traditional students.[11]

What Are the Goals of Adult Learners?

Houle[12] cites a demand study of a random sample of learners and would-be learners in the United States, by Educational Testing Service. Would-be learners were defined as those 77% who answered affirmatively to the question "Is there anything in particular that you'd like to know more about or would like to learn how to do better?" Learners were defined as that portion (31%) of the same population of adults who responded affirmatively to the question "Within the past twelve months, have you received (or are you receiving) instruction in any of the following subjects or skills?" A long list of topics followed.

Highest among the reasons for "learning more about something" was "the desire to know," "desire to reach a personal goal," and "desire for personal

fulfillment." Gould[13] grouped the same responses in a slightly different manner, and found that "information and intellectual development", and "job and educational development" were by far the most popular reasons cited by both groups. Houle[4] also reports data collected from persons interested in the Regents External Degree in New York State. Slightly over half of these 1,370 respondents cited employment, and slightly less cited self evaluation or personal satisfaction, as reasons for pursuing an external degree.

The 1973 SUN clientele study concluded that the potential learners "desired more education primarily because it might increase their job advancement opportunities, but a sizeable proportion indicated that enrichment of 'continuing to grow' was sufficient motivation."[15] The February, 1973, SUN study indicated that personal fulfillment, general knowledge, and job advancement were the most popular reasons that respondents gave for actually having taken non-college courses. Obtaining college credit was the most popular reason (chosen by over 50%) both for <u>having taken</u> college correspondence courses, or <u>to take</u> a SUN course, had it been available.[16] The March market survey revealed similar reasons for taking <u>college</u> courses, with self improvement, knowledge growth, and job oriented reasons each being chosen by about a third of the sample.[17]

The 1974 Market Survey indicated that increased general knowledge was cited by 70% of 50 respondents, career improvement by 56%, and academic advancement by 54%, as a reason for participating in an educational activity. In general, whenever the 50 respondents to any of the three survey forms were asked to indicate an interest in, or preference for, a learning activity associated with economic advancement, e.g., learning about business or vocational subjects, income tax, or investing, almost without fail these activities were rated most highly.

The survey of present learners, responded to by about 60% of SUN's 626 students, indicated that "Simply, to learn" was by far the single most highly rated goal (chosen as "very important" by 77% of the sample). Forty percent of the responding learners selected various job related goals as being most important, 34% selected goals related to general academic improvement as being most important, and 13% selected cultural growth and development goals as being most important. (These three groupings were suggested by a factor analysis of the data.)

What About Credit?

The question of credit has been frequently addressed. Seventy-six (76) percent of SUN's present learners have elected to take their course for credit. Of those 1/4 - 1.7% of the February, 1973, Market Survey sample who were selected as "very likely" to take a SUN course, over half were interested in taking it for credit.

Two samples from the 1974 SUN Market Survey were asked about their credit preferences. About equal proportions (about 40%) of one sample of 47 preferred either a non-college course for no credit, or a college course for credit, with only 20% preferring a college level course for no credit. Seventy-two (72) percent of a second sample of 53 indicated they would prefer credit for taking a college level course, as opposed to 28% who would prefer the non-credit option for such a course. However, it is important to note that there seems to be a strong relationship between desire for credit and age, with younger persons desiring credit far more often than older.

In a similar study of potential adult learners by the University of Wisconsin Extension Division, only about 20% of a randomly selected adult population said it would be important for them to earn college credit for the

subject about which they were interested in learning more.[18] According to Gould,[19] only 17% of the "would be learners" and 8% of the "learners" desired credit for continued learning.

In a study of potential adult learners in the St. Louis area, nearly 50% under the age of 25 desired college credit toward a degree for learning experiences, while only 12% over the age of 45 desired such credit.[20] In the ETS Open University investigation, 22% of the enrolled nontraditional students indicated that a desire to earn college level credits was a reason for enrolling in the Open University courses. Surprisingly, only 24% of the traditional students cited earning college credits as a reason for enrolling.[21]

Deterrents to Continuing Education

About half of one of the 1974 SUN Market Survey samples (N=50) reported that insufficient time and/or family responsibilities were the major deterrents to continuing their education. Cost was cited by about a third of the sample. Seventy-seven (77) percent of another sample from the same survey (N=56) indicated that leisure time would have to be sacrificed if they were to continue their education.

The University of Wisconsin Extension survey similarily indicated lack of time was most often cited as a deterrent (43%), with only 14% of their sample citing lack of money.[22] The nontraditional students in the ETS investigation indicated that reading and/or watching TV had to be given up most often for their education, followed by other leisure time activities.[23] Thirty-seven (37) percent of the respondents to the St. Louis study cited cost as an obstacle to instruction, with all of the other most often cited obstacles (those cited by over 15% of the sample) being related to not having enough time.[24]

Educational Methods

In general, when potential learners are asked to state a preference for a method of education, they more often than not choose what has most often been available in past years. Gould,[24] reporting on the "would be learners" in the previously mentioned demand study, indicates that lectures and classes are the most preferred method of instruction (28% chose this method), with correspondence courses (3%), radio (1%), and TV (1%) chosen by relatively few. Similar indications have been made by one of the samples in the SUN 1974 Market Survey, with the evening class being considered suitable by over half of the respondents, as opposed to "study on my own" being chosen by only 12%. Similarly, personal presentations or group discussions were rated most highly as a learning source, and booklets, tape recording and radio were rated lowest. Gould[25] says of the demand study responses: "In view of the successes achieved by the new technologies in experimental programs where they have been used with skill and ingenuity, it seems clear from these data that important educational opportunities are being missed."

Discussion of Market Surveys

A number of results have consistantly surfaced in many studies across the United States, and have been replicated in the four market surveys done by SUN, and in the survey of SUN's present learner population. There is a strong interest among large numbers of persons in continuing their postsecondary education away from a traditional college campus. Interest among the 30-45 year olds is comparable to that of younger adults, and is apparently positively related to having had previous educational experiences. Two broad goals that regularly appear among actual and potential adult learners are to increase their general levels of knowledge, and to advance economically. The greatest

deterrents to achieving these goals are most often insufficient time and personal responsibilities. If asked how they would like to learn, persons generally select tried-and-true methods such as lectures and books, and much less often select little used media such as radio, tape or TV.

The surveys in the preceding report have been fairly general, and it is important to keep in mind what they do not tell us. They give little indication of what adult learner's specific goals are. Neither do the surveys indicate the specific interests of adults. They define populations only in the most general terms. The results do not specify a curriculum, and in fact, have little to say about specific courses. They suggest what may be needed in terms of course design or delivery only in the broadest terms. In short, the surveys tend to confirm the general rationale for UMA's existence, i.e., that there is a need for continuing education among adults,but provide only general indicators of interest in certain areas of knowledge.

If information is desired which will adequately inform decisions about curriculum, design, or delivery, the shotgun approach may need to be left behind, in favor of more directed strategies. This need to more precisely define UMA's potential learners and their goals brings to light a sort of "Chicken-and-egg" problem. Goals do not exist independent of persons, yet goals often have to be presumed before a population is specified. For example, a market survey intended to identify potential learners must presuppose some sort of learner goals, that is, it can't be asked who wants continuing education unless continuing education is at least partially defined. On the other hand, if a survey is conducted with the purpose of identifying learner goals, an a priori definition of the relevant population must be made, i.e., the question must be asked of someone.

The 1973 SUN surveys focused on those persons interested in what had been defined as SUN-like courses. Those 10-12% of the adult population who were interested in general adult education were not followed up as were those 1.4 - 1.7% who preferred SUN-type courses. The study of SUN's present learners similarly was restricted to a group of persons interested in college level courses at home. Even the randomly distributed 1974 market survey forms seem to have been responded to by a relatively educated sample.

Similarly, such surveys have often focused on a rather traditional conception of educational interests or goals. It is probably difficult for most persons to think of educational interests outside of the context of traditional goals or settings. This may be the reason for the apparent contradictions that arise in the various surveys of preference for credit. Where educational goals are clearly but broadly defined as a general need to know, such as they were in the demand study discussed by Gould,[27] the percentage of persons desiring credit is rather low (17% of the would be learners, 8% of the learners). Studies that assume a more academic definition of educational interests, such as the 1973 SUN clientele study, show that over half of the potential learners desire credit for continued education.

If assumptions about learner goals and/or learner populations are not recognized and planned into UMA's subsequent market surveys, it is likely that the feedback from such surveys will continue to be of a general nature, useful as a point of departure for further study, but of little utility in planning for the future.

Recommendations

A series of market surveys more focused than those of the past is required. Some of these surveys should be designed to ascertain the needs of very specific

populations identified by UMA as being the ones UMA wishes to serve. Others should be designed to clarify those broad needs identified by UMA as those which it intends to address, and to locate populations that possess those particular needs. Finally, in-depth surveys are required of well-defined populations already identified as having specific needs that UMA elects to serve, to more clearly define both the needs and the populations.

Possible populations which could be selected might include traditional college dropouts, minority persons, senior citizens, homemakers, mothers with young children, small business persons, persons in rural areas, people in specific professions, children, small business persons, persons in rural areas, handicapped persons, or any other population within the broad domain of the present definitions of potential UMA learners.

Possible needs or goals that could be clarified and for which populations could be searched out and identified include obtaining college credit, acquiring business or trade skills, achieving a broader understanding of the world in general, or mastering a well defined academic area.

Examples of well defined populations with specific needs or goals could include pesticide operators who must soon be licensed, nurses or other professionals who must be re-certified, senior citizens who need to be aware of relevant health care of social security legislation, or young parents who need to know how to raise and care for children.

There are virtually unlimited goals for which populations could be identified, and unlimited populations for which goals could be ascertained. If future surveys are to be sufficiently focused to provide information that is useful to UMA staff, possible goals and/or populations must be identified, and choices among them must be made.

Some general choices have already been suggested by UMA. The 1975 NIE Proposal[28] states that "...(UMA's) learners will be different, since (it) aims to reach target audiences among those who are not now reached by traditional institutions and since its learners are not restricted by admission requirements, or by rigidities of time and space requirements." In reference to the needs and goals UMA intends to serve: flexibility, diversity and individualization are stressed in both discipline and topic oriented areas.

To help insure that future studies will provide useful information to the UMA organization a number of specific recommendations can be made:

1. Presently available information on potential learner populations and/or goals should be studied to identify possible areas on which UMA may choose to focus future survey efforts. Sources of information include not only the present general survey data, but also the literature on adult education and the experience and informed intuitions of UMA staff.

2. Within the context of continuing UMA deliberations about its direction and purpose, specific populations and/or goals should be selected for closer scrutiny. These populations and/or goals must be specified well enough to insure that subsequent surveys can be sufficiently focused to provide information useful to UMA deliberations and planning. One population of focus should certainly be SUN's 1975 learners, a population obviously interested in SUN as it is presently perceived, but not necessarily the population SUN intends to serve.

3. A series of market surveys should be planned and executed, based on the above decisions. These surveys should take a variety of formats in order to obtain multiple views of the selected domains of interest. Possible formats, in addition to the mail survey include, but are not limited to: phone or face-to-face interviews of selected populations; site visits of

relevant institutions; meetings with existing community groups; interviews with educational, vocational or community leaders; and surveys of existing literature. The format(s) of choice will depend upon the intended foci of the surveys.

4. Information from such surveys should be evaluated by UMA staff in terms of its utility to the organization. If the information is found not to be useful, the survey techniques should be modified. If the information raises questions, possibly more than answers, decisions must be made as to which of these questions should be the focus of additional inquiry. In either case, follow-up surveys will be required.

5. Additional market surveys of general goals and interests of general populations should be discouraged, particularly within Nebraska. Member institutions interested in conducting their own surveys may be encouraged to focus either on the areas defined by UMA staff in the above manner, or on similarly well defined local concerns.

Summary

A number of surveys of learners' and potential learners' goals have been performed by SUN, and a general interest in continuing education among large segments of the adult population has been confirmed. In many respects the findings of these surveys have been similar to the findings of other surveys of adult learners and potential adult learners throughout the country. A general desire to know and/or a desire to advance economically are the most often cited reasons for continuing education. The lack of time is the most common deterrent.

Though these are important findings, they are general findings--too general to serve as anything but a point of departure for further study. It is recommended that specific goals and populations be identified and selected as the objects of additional, more focused surveys.

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APPENDIX A

1974 Market Survey Forms 1, 2, and 3

FIRST CLASS PERMIT
NO. 577
LINCOLN, NEBRASKA

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY:

STATE UNIVERSITY OF NEBRASKA
OFFICE OF RESEARCH AND EVALUATION
P. O. BOX 82446
LINCOLN, NEBRASKA 68501

College at Home

Dear Fellow Citizen:

Many adults want to continue their education in some form throughout their life. There are many reasons for doing so. And there are also a number of different ways in which you might continue your education.

We at the State University of Nebraska (SUN) want to provide more opportunities for you to learn and grow in a way most convenient for you. To accomplish this, we need to know more about what educational needs, interests, and opportunities exist among the people of Nebraska.

If you would take just a few moments to respond to the questions in this little brochure, you will be helping us plan our SUN educational program to best meet your needs. When you've completed the questions, please tape or staple the brochure so the return address is showing. No postage is necessary.

Thanks for your help.

Sincerely,

Dennis D. Gooler

Dennis D. Gooler
Director
Research and Evaluation

Your age?

Under 20 . . ( ) 35-49 . . . ( )
20 - 34 . . ( ) 50-64 . . . ( )
65 or over. ( )

Your sex?

Male . . . . ( ) Female . . . ( )

Highest level education completed?

11th grade or less . . . . . ( )
High school graduate . . . . . ( )
Trade, business or technical school diploma. . . . . ( )
1 - 3 yrs. college. . . . . ( )
College graduate (4 yrs.) . . . ( )
Graduate degree . . . . . ( )

Marital and family status?

Single . . . . . ( )
Married, no children . . . . . ( )
Married, with mostly young children . . . . . ( )
Married with mostly grown children . . . . . ( )
Widowed, divorced or separated . . . . . ( )

How many years has it been since you last participated in a college-level education experience?

Have not participated . . . . . ( )
Within last year. . . . . ( )
1 - 2 yrs . . . . . ( )
3 - 5 yrs . . . . . ( )
More than 5 yrs . . . . . ( )

Please indicate your main area of work by listing job title or duties.

_____

Which best describes where you live?

Rural/farm . . . . . ( )
Small town (2000 or less) . . . ( )
Medium town (10,000 or so). . . ( )
Larger town (20,000 or so). . . ( )
City (more than 20,000) . . . . ( )

If you were to participate in an educational activity, what major reasons would there be for you to do so? (Check (✓) all that apply.)

____To increase my current level of schooling

____To get to know other adults

____To become a better friend, spouse, or parent

____To prepare for a job or career improvement

____To increase my general knowledge

____To help me get more out of a hobby or interest

____To spend my leisure time in a worthwhile way

____To become a better person or citizen

____To satisfy my curiosity about a particular topic.

From what source(s) would you most likely obtain information about educational opportunities for yourself?

A friend, relative or neighbor . . . ( )
Clergy . . . . . ( )
Teacher/educator . . . . . ( )
Employer . . . . . ( )
Newspaper/Magazine . . . . . ( )
Radio/TV . . . . . ( )
Brochure, flier, or announcement . . . . . ( )
Extension Service . . . . . ( )
Other_____( )

If you were to engage in an educational activity which one of the following educational means would best suit your needs?

Local discussion group . . . . . ( )
Evening Class. . . . . ( )
Correspondence study . . . . . ( )
Conference or workshop . . . . . ( )
Educational TV (ETV) . . . . . ( )
Regular classes at a college or university . . . . . ( )
Study on my own . . . . . ( )
Other_____ . . . . . ( )
(specify)

Where would you like to participate in an education experience? Rate each location.

Location	Satisfactory	No preference	Not satisfactory
In my home.	( )	( )	( )
At place of work. .	( )	( )	( )
A church	( )	( )	( )
Civic center. . . .	( )	( )	( )
YMCA	( )	( )	( )
Library	( )	( )	( )
Elementary school.	( )	( )	( )
High School. . . .	( )	( )	( )
Local College. . .	( )	( )	( )
University	( )	( )	( )
Learning center, if it existed near my home	( )	( )	( )
Museum, art gallery	( )	( )	( )
Shopping center. .	( )	( )	( )

Your age?

Under 20 . . ( ) 35-49 . . . ( )
20 - 34 . . ( ) 50-64 . . . ( )
65 or over. ( )

Your sex?

Male . . . . ( ) Female . . . ( )

Highest level education completed?

11th grade or less . . . . . ( )
High school graduate . . . . . ( )
Trade, business or technical school diploma. . . . . .( )
1 - 3 yrs. college. . . . . .( )
College graduate (4 yrs.) . . .( )
Graduate degree . . . . . .( )

Marital and family status?

Single . . . . . ( )
Married, no children . . . . . ( )
Married, with mostly young children . . . . . ( )
Married with mostly grown children . . . . . ( )
Widowed, divorced or separated . . . . . .( )

How many years has it been since you last participated in a college-level education experience?

Have not participated . . . . .( )
Within last year. . . . . .( )
1 - 2 yrs . . . . . .( )
3 - 5 yrs . . . . . .( )
More than 5 yrs . . . . . .( )

Please indicate your main area of work by listing job title or duties.

___ _____

Which best describes where you live?

Rural/farm . . . . . ( )
Small town (2000 or less) . . .( )
Medium town (10,000 or so). . .( )
Larger town (20,000 or so). . .( )
City (more than 20,000) . . . .( )

Which of the following areas would be most important to you if you were to take part in an educational activity (that is, lecture, course, educational television)?

____Regular school subjects

____Trade, business, or vocational subjects

____Public affairs and citizenship

____Home improvement and family living

____Hobbies, recreation, and leisure

____Community development

____Youth leadership work

____Agricultural subjects

Following are listed some practical topics that adults frequently are interested in studying about. Check those that are important to you. Feel free to suggest other topics.

____Child rearing	____Gardening
____Real estate	____Consumerism
____Photography	____Income tax/ Personal finances
____Interior design	____Home repair
____Metrics	____Nutrition
____Aging	____Investing
____Ecology	____Drug education
____Human relations	____Personal health

____ _____ ____ _____
(specify) (specify)

How do you feel you learn best? (Check one)

I need others to direct me. . . . ( )

I can teach myself through independent study. . . . . .( )

I learn best through a combination

Rank each of the following learning sources according to which source you prefer to use in learning. The most preferred source should be given a "1" in the appropriate bracket, the second a "2", and so forth.

A book . . . . . .( )

Educational TV . . . . . .( )

A personal presentation or group discussion . . . . . ( )

Tape recording or record. . . . ( )

A booklet, article, or pamphlet ( )

Radio . . . . . ( )

In your opinion which two or three factors might prevent you from participating in more educational experiences?

____Inadequate personal finances

____Lack of motivation

____Family/job responsibilities

____Not enough time

____Lack of educational opportunities

____Inadequate previous educational preparation

____Lack of practical courses available

____Doubts about ability to do the work

____Other_____
(Specify)

In which of the following ways would you be most likely to continue your education?

____Taking college courses for credit toward a degree

____Taking college courses, but not for credit toward a degree

____Taking non-credit courses not generally found in a college

Form 2

Your age?

Under 20 . . ( ) 35-49 . . . ( )
20 - 34 . . ( ) 50-64 . . . ( )
65 or over. ( )

Your sex?

Male . . . . ( ) Female . . . ( )

Highest level education completed?

11th grade or less . . . . . ( )
High school graduate . . . . . ( )
Trade, business or technical school diploma. . . . . .( )
1 - 3 yrs. college. . . . . .( )
College graduate (4 yrs.) . . .( )
Graduate degree . . . . . .( )

Marital and family status?

Single . . . . . ( )
Married, no children . . . . . ( )
Married, with mostly young children . . . . . ( )
Married with mostly grown children . . . . . ( )
Widowed, divorced or separated . . . . . .( )

How many years has it been since you last participated in a college-level education experience?

Have not participated . . . . .( )
Within last year. . . . . .( )
1 - 2 yrs . . . . . .( )
3 - 5 yrs . . . . . .( )
More than 5 yrs . . . . . .( )

Please indicate your main area of work by listing job title or duties.

_____

Which best describes where you live?

Rural/farm . . . . . ( )
Small town (2000 or less) . . .( )
Medium town (10,000 or so). . .( )
Larger town (20,000 or so). . .( )
City (more than 20,000) . . . .( )

If you were to participate in a college-level educational activity, which of the following would be of most interest to you? (Check (✓) one for each pair.)

____Practical or applied courses
____Theoretical courses

____Skill development emphasis
____Knowledge emphasis

____Credit
____Non-credit

To what extent do you feel you are aware of existing educational opportunities that would meet <u>your</u> needs and/or interests?

I am extremely well informed. . . . .( )

I am rather well informed . . . . . .( )

I am somewhat aware . . . . . .( )

I am rather uninformed . . . . . ( )

I am absolutely uninformed . . . . . ( )

If you were to engage in a new educational activity, you would probably have to sacrifice, reduce, or replace something you now do. Which current activity would you likely spend <u>less</u> time on? (Check all that apply.)

Work . . . . . ( ) Religious . . . .( )

Hobbies. . . . ( ) Civic/political. ( )

Social . . . . ( ) Fraternal service( )

Recreational. .( ) Family or home . ( )

Leisure. . . . ( ) Other. . . . . ( )

If a postsecondary education opportunity were available to you, which of the following academic areas would be most appealing to you?
(Check all that apply.)

____Business and Administration (accounting, sales, management, etc.)

____Engineering (electrical, civil, mechanical)

____Physical Science (physics, astronomy, chemistry)

____Education (elementary, secondary, adult)

____Health Professions (medicine, dentistry, pharmacy)

____Biological sciences (botany, ecology, zoology)

____Agriculture and Related Fields (soils, forestry, farming)

____Psychology (clinical, social, industrial)

____Social Sciences (economics, political, sociology)

____Humanities (fine arts, language, philosophy)

____Other Professional Fields (architecture, law, theology)

____Mathematics

Do you think you will participate in some type of academic course work in the next five years?

____Yes, I'm quite sure.

____Yes, I probably will.

____I can't say one way or the other.

____No, I probably won't.

____No, I won't.

APPENDIX B

Student Information Questionnaire

THE UNIVERSITY OF NEBRASKA

STATE UNIVERSITY OF NEBRASKA PROJECT
P. O. BOX 82448 LINCOLN, NEBRASKA 68501 PHONE (402) 472-3587

Dear SUN Student:

The State University of Nebraska (SUN) is a non-traditional program designed to provide learning experiences for people in their own homes. As our first students, you and your friends and neighbors will be participating in a unique educational situation. The students and the courses are not encompassed by the boundaries of a college campus. At the same time, you and other students will not have day-to-day personal contact with an instructor. These are advantages and limitations of SUN.

In order to provide you with an opportunity to tell us about your experience with SUN courses, we will be in touch with you several times throughout the course. This questionnaire is the first of our questions to you.

For the first experimental year of SUN we will be asking all students to complete the Student Information Questionnaire. We realize this is a long form and it may ask you a few personal questions. We request your cooperation in filling out and returning the questionnaire. If it is not possible for you to complete an item, please go on to the next item. ALL YOUR RESPONSES WILL BE HELD IN STRICTEST CONFIDENCE. Under NO circumstances will individual responses be reported to anyone. This information will be used only by the Office of Research and Evaluation to make revisions in present SUN courses and to make decisions about future SUN policies.

Your responses will tell us a great deal about the SUN student body. We need this information in order to make SUN offerings more relevant and useful to its students. It will help our staff to more effectively reach its goal to serve the educational needs of the Nebraska Community.

If you have any questions or comments, please feel free to call us or write your comments at the end of this form. We appreciate your help; thank you.

Cordially,

Dennis D. Gooler
Director of Research
and Evaluation

I. GENERAL INFORMATION

1. **Name** _____ (Last / First / Middle)
2. **Social security number** ___ ___ ___ - ___ ___ - ___ ___ ___ ___
3. **Present address** _____
   _____
4. **Marital and family status:**
   Single [ ] No children [ ]
   Married [ ] Mostly young children [ ]
   Widowed, divorced, etc. [ ] Mostly grown children [ ]
5. **Have you ever served on active duty in the United States Armed Forces?**
   Yes, am serving now [ ] No [ ]
   Yes, but not serving now [ ]
6. **How many years in total have you resided in Nebraska? (Mark one)**
   Less than 1 year [ ] 6–10 years [ ]
   1–5 years [ ] 11 or more years [ ]
7. **How many years have you resided at your present address? (Mark one)**
   Less than 1 year [ ] 6–10 years [ ]
   1–5 years [ ] 11 or more years [ ]
8. **How many states have you resided in (include Nebraska)?**
   _____
9. **How many countries have you resided in (other than U.S.)?**
   _____

10. Which best describes the community in which you presently live?

Farm or ranch	[ ]	Town (10,000–50,000)	[ ]
Town (under 2,000)	[ ]	City (50,000 or over)	[ ]
Town (2,000–10,000)	[ ]		

11. What is the highest level of education attained by your parents or guardians and spouse?

	Father	Mother	Spouse
11th grade or less	[ ]	[ ]	[ ]
High school graduate	[ ]	[ ]	[ ]
Trade, business or technical school diploma	[ ]	[ ]	[ ]
1–3 years of college	[ ]	[ ]	[ ]
College graduate	[ ]	[ ]	[ ]
Graduate study or professional degree	[ ]	[ ]	[ ]

12. What was your total income last year? Consider annual income from all sources before taxes. (Check one)

Less than $1,000	[ ]	$15,001–$20,000	[ ]
$1,001–$4,000	[ ]	$20,001–$30,000	[ ]
$4,001–$7,000	[ ]	$30,001–$40,000	[ ]
$7,001–$10,000	[ ]	$40,000 +	[ ]
$10,001–$15,000	[ ]		

II. EDUCATION

This section covers your previous education. It is important in planning for us to know what kind of educational background our students have.

13. What is the highest level of education you have completed? (Check one)

11th grade or less	[ ]
High school graduate	[ ]
Trade, business or technical school diploma	[ ]
1–3 years college	[ ]
College graduate (4 years)	[ ]
Graduate study	[ ]

14. How many years has it been since you last participated in a formal educational experience?

Within past year	[ ]	Between 3–5 years ago	[ ]
Between 1–2 years ago	[ ]	5 years or more ago	[ ]

Please describe briefly the last formal educational experience you participated in.

III. WORK

This section covers your present job, if you are now working, and the demands it makes on your time. We need to know more about our students' careers since many SUN students are probably planning to use their courses for career advancement or career changes.

15. How many hours per week do you work? (Include a second job or regular overtime.)

Does not apply	[ ]	31 to 40 hours	[ ]
10 hours or less	[ ]	41 to 50 hours	[ ]
Between 11 and 20 hours	[ ]	Over 50 hours	[ ]
21–30 hours	[ ]		

16. How many years have you worked at your present job?

_____

17. Please rank your satisfaction with your present job?

Very satisfied	[ ]	Somewhat dissatisfied	[ ]
Satisfied	[ ]	Very dissatisfied	[ ]
Neutral	[ ]		

IV. LEISURE TIME

18. What are your main leisure time activities and interests? Mark approximately how often you participated in these activities during the last year.

	Never	Rare	Occasionally	Frequently
Reading newspapers, magazines and journals	[ ]	[ ]	[ ]	[ ]
Reading fiction and non-fiction books	[ ]	[ ]	[ ]	[ ]
Indoor activities: chess, poker, ping-pong	[ ]	[ ]	[ ]	[ ]
Outdoor activities: hiking, hunting, swimming, golf, camping	[ ]	[ ]	[ ]	[ ]
Attending movies, concerts, plays, sports events, etc.	[ ]	[ ]	[ ]	[ ]
Participating in plays, concerts, sports events.	[ ]	[ ]	[ ]	[ ]
Arts and handicrafts, painting, woodworking, sewing, photography, etc.	[ ]	[ ]	[ ]	[ ]
Traveling	[ ]	[ ]	[ ]	[ ]
Visiting with friends, relatives	[ ]	[ ]	[ ]	[ ]
Participating in church and community activities (other than sports)	[ ]	[ ]	[ ]	[ ]
Taking special interest classes (*i.e.*, cooking, woodworking, tennis, etc.)	[ ]	[ ]	[ ]	[ ]

19. What types of newspapers and magazines do you read regularly? (Check all that apply)

- Daily newspapers [ ]
- Local weekly newspapers [ ]
- News and business magazines [ ]
- Career or professionally-oriented magazines and journals [ ]
- Special interest magazines (*i.e.*, sports, fashions, gardening, etc.) [ ]
- Other _____ [ ]
  (Please list)

20. Estimate the number of hours you watched television in the past week?

None	[ ]	12–15 hours	[ ]
3 hours or less	[ ]	16–19 hours	[ ]
4–7 hours	[ ]	20–23 hours	[ ]
8–11 hours	[ ]		

21. What types of television programs do you prefer? (Check all that apply)

Sports programs	[ ]	Music and variety shows	[ ]
News reports	[ ]	Serious talks, discussions, interviews, including documentaries	[ ]
Drama/plays	[ ]	Adult education programs	[ ]
Detective, mystery and western series	[ ]	Quizzes and games	[ ]
Situation comedy, comedy series	[ ]		
Religious programs	[ ]		

22. What is your favorite television program?

_____

23. Please list all voluntary programs or civic organizations in which you have participated in the past few years. (e.g., fire department, church activity or auxiliary groups, school board, little league).

Program or Organization

If you held an office, please name it below.

V. RESOURCES

The following questions ask about the resources (time, money, space, etc.) you have. How do you think the resources or lack of them will affect your success with SUN courses? These questions are designed to provide information to help us in planning future SUN courses.

24. Finding the money to pay for tuition and materials for a SUN course is:

A severe hardship	[ ]	Reasonably easy	[ ]
Quite difficult	[ ]	No problem	[ ]

25. Apart from tuition do you think taking the course is likely to involve you in any significant, additional expenses? (Please respond to each item)

	Very Significant	Somewhat Significant	Not Significant	Not Certain
Loss of overtime	[ ]	[ ]	[ ]	[ ]
Stopping or reducing paid part-time work	[ ]	[ ]	[ ]	[ ]
Cost of babysitting	[ ]	[ ]	[ ]	[ ]
Cost of books and materials	[ ]	[ ]	[ ]	[ ]
Traveling	[ ]	[ ]	[ ]	[ ]
Other_____	[ ]	[ ]	[ ]	[ ]

26. What are your sources of financing for your SUN course? (Please respond to each item.)

	Major Source	Minor Source	Not a Source
Full and/or part-time work	[ ]	[ ]	[ ]
Savings	[ ]	[ ]	[ ]
Parental aid	[ ]	[ ]	[ ]
Employer support	[ ]	[ ]	[ ]
Spouse's income	[ ]	[ ]	[ ]
Grants/Scholarships	[ ]	[ ]	[ ]
Loans	[ ]	[ ]	[ ]
Other _____ (please specify)	[ ]	[ ]	[ ]

27. Which of these do you own or have easy access to? (Check all that apply.)

Transportation	[ ]	Typewriter	[ ]
Record player	[ ]	Telephone	[ ]
Tape recorder (cassette type)	[ ]	Television	[ ]
Tape recorder (reel to reel	[ ]	None of these	[ ]
Slide projector/viewer	[ ]		

28. Do you plan to make any special arrangements to enable you to take a SUN course? (Check all that apply.)

- Rearrange working hours/duties [ ]
- Reorganize time to allow for studying [ ]
- Arrange for child/baby sitting [ ]
- Arrange to record missed programs [ ]
- Turn one room into study/quiet room [ ]
- Special arrangements to watch TV/bought TV [ ]
- Other arrangements (write in) [ ]

29. What are the most convenient days and times for you to watch television broadcasts and which would you, as far as you can say, find decidedly inconvenient.

Weekdays:	**Convenient**	**Inconvenient**
Do not mind what time	[ ]	
Before 8:00 a.m.	[ ]	[ ]
8:00 a.m.–9:00 a.m.	[ ]	[ ]
9:00 a.m.–12:00 noon	[ ]	[ ]
12:00 noon–1:00 p.m.	[ ]	[ ]
1:00 p.m.–4:00 p.m.	[ ]	[ ]
4:00 p.m.–5:00 p.m.	[ ]	[ ]
5:00 p.m.–6:30 p.m.	[ ]	[ ]
6:30 p.m.–7:30 p.m.	[ ]	[ ]
7:30 p.m.–9:30 p.m.	[ ]	[ ]
9:30 p.m.–10:30 p.m.	[ ]	[ ]
10:30 p.m. or later	[ ]	[ ]
Weekends:		
Do not mind what time	[ ]	
Before 8:00 a.m.	[ ]	[ ]
8:00 a.m.–9:00 a.m.	[ ]	[ ]
9:00 a.m.–12:00 noon	[ ]	[ ]
12:00 noon–1:00 p.m.	[ ]	[ ]
1:00 p.m.–4:00 p.m.	[ ]	[ ]
4:00 p.m.–5:00 p.m.	[ ]	[ ]
5:00 p.m.–6:30 p.m.	[ ]	[ ]
6:30 p.m.–7:30 p.m.	[ ]	[ ]
7:30 p.m.–9:30 p.m.	[ ]	[ ]
9:30 p.m.–10:30 p.m.	[ ]	[ ]
10:30 p.m. or later	[ ]	[ ]

30. In studying with SUN, which of the following are major concerns for you?

	Major	**Minor or None**	**Don't Know**
Work pressures and responsibilities	[ ]	[ ]	[ ]
Domestic interruptions and demands	[ ]	[ ]	[ ]
Lack of personal contact with teachers	[ ]	[ ]	[ ]
Lack of personal contact with other students	[ ]	[ ]	[ ]
Self-discipline: getting down to regular work	[ ]	[ ]	[ ]
Academic and learning problems: starting to study again, new methods, concentration, memory, etc.	[ ]	[ ]	[ ]
Program pace, keeping up with the SUN schedule	[ ]	[ ]	[ ]
Lack of time and energy	[ ]	[ ]	[ ]
Personal disability	[ ]	[ ]	[ ]
Obtaining books and materials	[ ]	[ ]	[ ]
Other _____	[ ]	[ ]	[ ]

31. List the greatest concern you have in studying with SUN.

32. Do you have space available at home where you can study quietly if you wish? (Check one)

Yes, at all times	[ ]	No, plan to study at work	[ ]
Yes, in daytime only	[ ]	No, plan to study at Learning Center	[ ]
Yes, but only after children have gone to bed	[ ]	No, don't know yet where I will study	[ ]
No, plan to study at public library	[ ]	Other plans	[ ]

33. Given your other responsibilities (job, marriage, family etc.), how difficult do you think it will be for you to "keep up" with the SUN course(s)? (Check one)

I can do what I have to do rather easily	[ ]
Taking a SUN course(s) will require some effort	[ ]
Taking a SUN course(s) will require a very substantial effort	[ ]
I am concerned I may not be able to do all the things planned	[ ]
Other _____ (Please specify)	[ ]

34. How do your family, friends and employer feel about your enrollment in SUN? (Check one for each group)

	Family	**Friends**	**Employer**
Strongly encouraging	[ ]	[ ]	[ ]
Somewhat encouraging	[ ]	[ ]	[ ]
Neutral	[ ]	[ ]	[ ]
Somewhat discouraging	[ ]	[ ]	[ ]
Strongly discouraging	[ ]	[ ]	[ ]
Don't know	[ ]	[ ]	[ ]

VI. GOALS

What are your immediate and long-range goals for yourself? Please consider these questions carefully since your answers will be used as guides to future roles SUN might play in helping its students.

35. How important is it that you achieve the following goals by studying with SUN? (Please respond to each item)

	Not Important	Somewhat Important	Very Important
a. To increase my appreciation of art, music, literature and other cultural expressions.	[ ]	[ ]	[ ]
b. To discover my vocational interests.	[ ]	[ ]	[ ]
c. To develop a new career.	[ ]	[ ]	[ ]
d. To become involved in social and political concerns.	[ ]	[ ]	[ ]
e. To attain specific skills that will be useful on a job.	[ ]	[ ]	[ ]
f. To increase my awareness of different philosophies, cultures and ways of life.	[ ]	[ ]	[ ]
g. To improve my chances of making more money.	[ ]	[ ]	[ ]
h. To obtain a degree which is required for my present or future job.	[ ]	[ ]	[ ]
i. To learn how to participate effectively as a citizen in my community.	[ ]	[ ]	[ ]
j. To develop an understanding and an appreciation of science and technology.	[ ]	[ ]	[ ]
k. To improve my self-image.	[ ]	[ ]	[ ]
l. Simply, to learn.	[ ]	[ ]	[ ]
m. To improve my professional status.	[ ]	[ ]	[ ]
n. To increase my confidence to undertake learning projects.	[ ]	[ ]	[ ]
o. To use leisure time creatively.	[ ]	[ ]	[ ]
p. Other _____ (please specify)	[ ]	[ ]	[ ]

36. Which one of the goals in question 35 is the most important to you?

37. What is the highest academic degree you hope to obtain? (Check one)

- None [ ]
- Associate degree (A. A. or equivalent) [ ]
- Bachelor's degree (BA, BS, etc.) [ ]
- Master's degree (MA, MS, etc.) [ ]
- Doctor of philosophy or education (PhD or EdD) [ ]
- Medical degree (MD, DDS, etc.) [ ]
- Law degree (LL. B., JD) [ ]
- Theological degree [ ]
- Other _____ (Please specify) [ ]

VII. ENROLLMENT

In order to plan future courses and reach new students, we need to know more about how you found out about SUN and why you chose to take a SUN course.

38. Is anyone else in your family presently registered as a student in SUN?

- Husband/wife [ ]
- Mother/father [ ]
- Son/daughter [ ]
- Brother/sister [ ]
- Other relativns [ ]

39. How did you find out about SUN? (Check as many as are applicable)

- From a SUN student [ ]
- From someone who works for SUN [ ]
- From someone who works for another college or university [ ]
- From a newspaper advertisement [ ]
- From a news article in a newpaper [ ]
- From a television advertisement [ ]
- From a television program [ ]
- From a radio advertisement [ ]
- From a radio program [ ]
- From reading a SUN brochure [ ]
- From a SUN poster [ ]
- From a high school or college counselor [ ]
- From my employer [ ]
- From a friend or family member [ ]
- Other _____ (Please specify) [ ]

40. Please indicate the importance of the following influences on your enrolling with SUN.

	Not important	Somewhat important	Very important
The good reputation of University of Nebraska	[ ]	[ ]	[ ]
I have friends at SUN	[ ]	[ ]	[ ]
Another SUN student recommended it	[ ]	[ ]	[ ]
The independence allowed by SUN	[ ]	[ ]	[ ]
My employer suggested I take SUN courses	[ ]	[ ]	[ ]
I can work as well as study with SUN	[ ]	[ ]	[ ]
A counselor recommended SUN	[ ]	[ ]	[ ]
A member of my family suggested I enroll	[ ]	[ ]	[ ]
I wanted to live at home while attending college	[ ]	[ ]	[ ]
Other _____ (Please specify)	[ ]	[ ]	[ ]

41. Which of the above information affected your enrollment the MOST?

Please write any comments you may have.

Thank you very much for responding to this questionnaire.